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IDENTIFIERS	*Basic Skills Learning Centers Project; United States (West)

ABSTRACT

Tabular data, computer printouts, survey forms, and field notes are included in these appendices to an independent evaluation of the Basic Skills Learning Centers (BSLC) Projects implemented by Southwest Educational Development Laboratory (SEDL) and Southwest Regional Laboratory (SWRL). The wide range of supporting data focus on project implementation and pupil achievement in the two programs, each designed to improve basic reading and mathematics instruction in nonurban elementary schools, but with different target populations (i.e., SEDL-BSLC was developed for monolingual English-speaking students; SWRL-BSLC included Spanish-speaking students and provided for bilingual instruction). Survey results are summarized separately for SEDL and SWRL projects; specific items include teacher education and language background, student ethnic and language characteristics, time spent in BSLC instruction, and teacher rating of BSLC materials. Field notes summarize project evaluators' visits to inservice teacher training sessions, formal and informal meetings with project coordinators, and classroom observations. Tables and computer printouts provide reliability analyses for various measures of student progress. A narrative history of the evaluation recounts the process by which program sponsors, developers, and the independent evaluators reached a consensus on evaluation goals and format. (JH)

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Center for the Study of Evaluation

UCLA Graduate School of Education
Los Angeles, California 90024

ED198962

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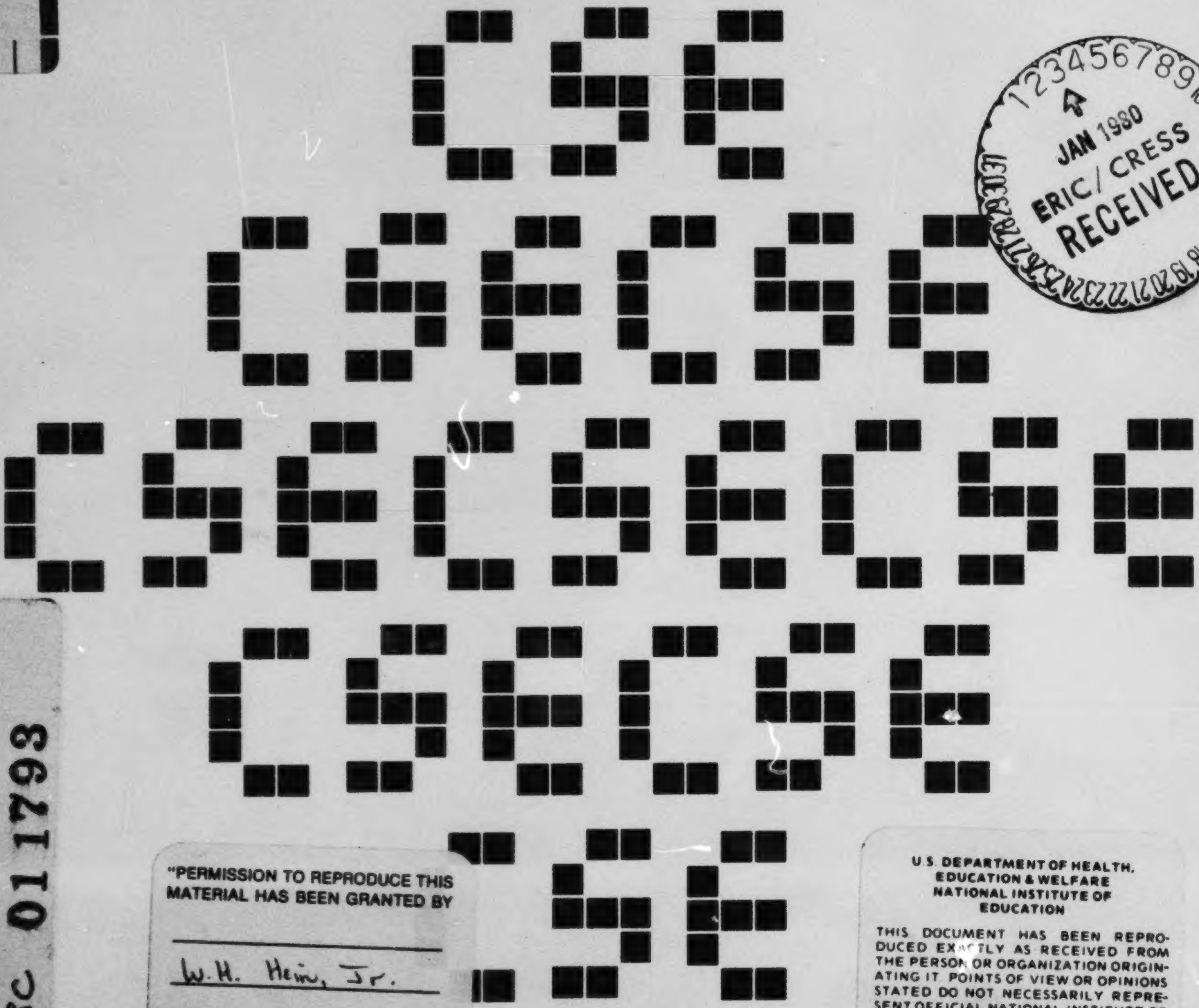
APPENDICES FOR THE FINAL REPORT

11October 1976 - 30 September 1976

Basic Skills Learning Centers Evaluation

Submitted to

Community Services Administration



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Los Angeles, California 90024

APPENDICES FOR THE FINAL REPORT

11October 1976 - 30 September 1976

Basic Skills Learning Centers Evaluation

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Community Services Administration

Center for the Study of Evaluation
University of California
Los Angeles, California

APPENDICES

A1. Survey of SEDL-BSLC Users (Spring 1978)

A2. SEDL-BSLC Implementation Survey Returns - Spring 1978

A3. SEDL-BSLC Implementation Survey Returns - Spring 1979

A4. SEDL First Year Data Collection Returns

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A7. SWRL-BSLC Test Returns - Spring 1979

A8. Inservice Workshops

A9. On-Site Observations

A10. CSE SEDL Teacher Survey Results

A11. BSLC Learning Center Accomplishment Summary, 1978-79 Results

A12. Cover Sheet Results from CSE's SWRL CRT

A13. Tables of Results

A14. Computer Printouts

A15. Statement on Advisory Committee and their Vitas

A16. History of the Evaluation

SURVEY OF SEDL BASIC SKILLS LEARNING CENTER USERS

NAME____

DATE____________________

# OF YEARS TEACHING__________

# OF YEARS TEACHING IN BILINGUAL PROGRAM__________

GRADE(S) YOU PRESENTLY TEACH: K 1 2 3 4 5 6 7

EDUCATION: HS___ GED___ BA/BS___ MA/MS___ MEd___ OTHER___

SCHOOL____________________

ROOM NUMBER____________________

DISTRICT____________________

STATE____________________

OCCUPATION/TITLE

___Classroom Teacher

___Teachers' Aide

___Learning Specialist

___Resource Teacher

___Other (Specify)____________________

____

MATERIALS YOU USE:

___BOLaR

___BCPM

___T & R

___Combination (Specify)____________________

____

1) Check the following which apply to you:

a. Read, write, and speak Spanish	_____Yes	_____No
b. State certified bilingual teacher	_____Yes	_____No
c. Native Spanish speaker	_____Yes	_____No

2) If you are a classroom teacher or a classroom aide:

a. How many students are in the class ________.

b. How many students in your class participate in the BSLC program ________.

c. If, for BSLC instruction, a teacher and an aide work together in your class:

1. Who instructs in Spanish?	____Teacher	____Aide	____Both
2. Who instructs in English?	____Teacher	____Aide	____Both

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2 continued)

d. If responsibility for BSLC instruction in your class is shared with a teacher (or teachers) from another class (e.g., team-teaching):
  1. Are the whole classes combined for BSLC instruction? ____Yes ____No
  2. Are portions of the classes combined for BSLC instruction? ____Yes ____No
  3. Do you and the other teacher(s) "trade" classes (i.e., one teaches BCPM and the other teaches BOLaR)? ____Yes ____No
  4. How many pupils in the other class are BSLC students? ___all ___some ___few

e. On a typical day how many adults work with you in the classroom during BSLC instruction? ________

f. Are the students in your class typical of those in the rest of the school (e.g., background, school experience, achievement, etc.)? ____Yes ____No

If no, how are they different?____

____

3) As of this date, about how many months have you been using the BSLC materials actively with your students?

_____months

4) If there are other Basic Skills Learning Centers (BSLCs) in your school, to the best of your knowledge, about how long have these been in operation?

_____months

5) Where is your BSLC located? (Circle one response.)

a. A separate resource center, located in a self-contained area set aside for BSLC activities
b. A resource center where both BSLC and other learning materials are used
c. An area from which BSLC materials are checked out and used elsewhere
d. In a regular classroom
e. Other (Specify) ____

____

____

6) Were you trained to use the BSLC materials:

a. at a preservice or inservice training session by SEDL staff
b. by someone (e.g., the district coordinator) who attended the SEDL pre/inservice training
c. I have not received formal training in the use of the materials.
d. Other (Specify) ____

____

7) How many of the students with whom you use the BSLC materials are also receiving instruction from another BSLC kit (e.g., if you are teaching BOLaR, how many are also being taught BCPM)?

a. All or most
b. About half
c. A few
d. None

8) How are the BSLC materials in your center used? (Circle the one most representative of your center.)

a. As the main curricular materials used for instruction in your classroom
b. To supplement other curricular materials
c. For the instruction of students in need of remediation
d. For enrichment
e. Other (Specify) ____
____
____

9) If your BSLC materials are used primarily as part of a more comprehensive program of remedial education, please circle below any materials/activities that they are regularly used in conjunction with:

a. Not part of another program
b. Textbooks, basal readers, etc.
c. Reading materials other than texts - newspapers, magazines, etc.
d. Teacher generated materials - dittos, flashcards, etc.
e. Audio-visual materials - cassettes, movies
f. Games, toys
g. Other (Specify) ____
____
____

10) In using the BSLC materials, what percentage of the time do you spend in each of the following instructional activities?

a. Tutoring (i.e., working with one child at a time) ______%
b. Working with small groups of children ______%
c. Acting as a resource person while students are engaged in independent work ______%
d. Working with the class as a whole ______%
e. Other (Specify) __________________________
____
__________________________ ______%

11) On the average, how much time does the typical BSLC student spend per week in the Center using the BSLC materials? (Circle one response.)

a. less than 1 hour/week
b. 1-5 hours/week
c. 6-10 hours/week
d. more than 10 hours/week -- specify # of hours________

12) Please indicate the number of students in your Basic Skills Learning Center who fall in each of the following language categories:

a. Non-English speaking ______
b. Limited English speaking ______
c. Bilingual ______
d. Limited Spanish speaking ______
e. Non-Spanish speaking ______

TOTAL NUMBER IN CENTER ______

13) PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT THE DIFFERENT GROUPS OF STUDENTS USING YOUR BASIC SKILLS LEARNING CENTER. (Circle responses in the columns corresponding to the language groups you indicated in Question #12 are represented in your center):

	NON-ENGLISH SPEAKING	LIMITED ENGLISH SPEAKING	BILINGUAL
a. What is the primary instructional mode in which the BSLC materials are used with these students? (Circle one in each column)			
1. As the main curricular materials used for instruction in your classroom	1	1	1
2. To supplement other curricular materials	2	2	2
3. For the instruction of students in need of remediation	3	3	3
4. For enrichment	4	4	4
5. Other (Specify): ____________________	5	5	5
b. In what language are these children instructed?			
1. Spanish only	1	1	1
2. Mainly Spanish with some English	2	2	2
3. Bilingual	3	3	3
4. Mainly English with some Spanish	4	4	4
5. English only	5	5	5
c. Do you feel the BSLC materials are relatively more effective with these students than with other students in your center?	YES NO	YES NO	YES NO
d. Do you feel the BSLC materials are more appropriate with these students than with other students in your center?	YES NO	YES NO	YES NO
e. Which of the following best characterizes your educational goals for these students?			
1. Facilitate the transition to mainline instruction in English	1	1	1
2. Provide enough competence in English so that instruction in both languages is possible	2	2	2
3. Teach in Spanish with no special emphasis on the transition to English	3	3	3
4. Strengthen and maintain Spanish language ability	4	4	4
5. Other (Specify): ____________________	5	5	5
f. What do you think is the best way to assess the performance of these children?			
1. Testing in English is appropriate for most	1	1	1
2. Decisions about what language to test in should be made on an individual child basis	2	2	2
3. These students should be tested both in English and Spanish	3	3	3
4. It is best to test most of these students in Spanish only	4	4	4
5. Other (Specify): ____________________	5	5	5

14) In your opinion, which of the following assessment devices would provide the most accurate picture of the current performance of the students in your Basic Skills Learning Center?

a. Standardized achievement tests in the appropriate language
b. "Criterion-referenced" or "objectives-based" tests of mastery of particular curricular objectives (in the appropriate language)
c. It would depend on the individual child
d. Other (Specify) ____
____

15) To your knowledge, is there a formal policy in your school for classifying students as "in need of remediation"?

a. Yes_____
b. No _____

16) Is there a formal policy in your school for assigning students to the BSLC program?

a. Yes_____
b. No _____

17) To your knowledge, is there a formal policy in your school district for how students are classified as "in need of remediation"?

a. Yes_____
b. No _____

18) To your knowledge, is there a formal policy in your school district for assigning students to the BSLC program?

a. Yes_____
b. No _____

19) How important are each of the following for determining which students are assigned to your Basic Skills Learning Center?

	not at all	little	moderate	very
a. Teacher evaluations	______	______	______	______
b. Placement aids/placement tests	______	______	______	______
c. Students' previous grades	______	______	______	______
d. I.Q. tests	______	______	______	______
e. Standardized achievement tests in English	______	______	______	______
f. Standardized achievement tests in English and Spanish	______	______	______	______
g. Language proficiency/language dominance tests	______	______	______	______
h. Language flexibility tests	______	______	______	______
i. Other (Specify)________________ ________________________ ________________________	______	______	______	______

20) Please rate the BSLC materials used in your center on each of the following dimensions:

	POOR				EXCELLENT
a. Compatability with your educational goals	1	2	3	4	5
b. Overall quality	1	2	3	4	5
c. Ease of use	1	2	3	4	5
d. Comprehensiveness	1	2	3	4	5
e. Instructional effectiveness	1	2	3	4	5
f. Appropriateness for intended grade level	1	2	3	4	5
g. Ability to capture student's interest	1	2	3	4	5

21) Do you think that the degree to which you are currently using the BSLC materials is bringing about educational gains for most of your students? (Circle one response.)

a. Definitely yes
b. Probably yes, but it is too early to be sure
c. Probably not
d. Definitely not

22) In the future, is it likely you will increase your use of the BSLC materials (e.g., with more students; spending more time with the materials; etc.)?

a. Yes_____
b. No _____

23) Check any of the following that are characteristic of your experience with the BSLC program:

_____ I find myself thinking more about instruction planning

_____ I find myself spending more time on paper work and record keeping activities

_____ I am individualizing instruction more than before

_____ I am more willing to try innovative approaches to education

_____ I enjoy teaching remedial education more than I used to

24) Please rate the training in the use of the BSLC materials (e.g., Inservice sessions) that you have received to date on each of the following:

	POOR				EXCELLENT
a. Comprehensiveness	1	2	3	4	5
b. Quality of training	1	2	3	4	5
c. Suitability to your needs	1	2	3	4	5

25) If you have had occasion to need the technical assistance (e.g., the telephone hotline) that SEDL offers in conjunction with the BSLC materials, how would you rate this service on each of the following dimensions:

_____ I have not required technical assistance (Skip to next question)

	POOR				EXCELLENT
a. Relevance to your needs	1	2	3	4	5
b. Responsiveness	1	2	3	4	5
c. Availability	1	2	3	4	5

26) Please answer the following questions concerning the District BSLC Coordinator:

a. How much contact have you had with the District BSLC Coordinator?

1. None
2. Little
3. Moderate
4. Frequent

b. How important has contact with the District BSLC Coordinator been for you in setting up and maintaining your Basic Skills Learning Center?

Unimportant (Could operate as well without)				Very Important (Could not do without)
1	2	3	4	5

c. Have you found the District Coordinator to be:

1.	Accessable	____Yes	____No
2.	Helpful	____Yes	____No
3.	Prompt in responding to requests	____Yes	____No
4.	Knowledgeable	____Yes	____No

27) Overall, including the materials, training and technical assistance, is your reaction to the BSLC Program:

Very unfavorable				Very favorable
1	2	3	4	5

28) If your input were to be considered in subsequent modifications of the Basic Skills Learning Center Program (including materials, training, and technical assistance), what suggestions would you make?

____

____

____

____

____

____

THANK YOU VERY MUCH.

SEDL/BSLC Implementation Survey Returns - Spring 1978

Arizona

		# of sent surveys	# of returned
Mrs. Belen Moreno Avondale School District #44 602-932-1860		8	2
Mrs. Verna D. Downs Bonita School District #16 602-828-3363		4	3
Mr. Joe Casillas Glendale S.D. #40 602-995-6758		7	3
Mr. Carlos Salas Globe S.D. #1 602-425-3211	did not pass out the surveys	8	0
Mr. Hejbejush Kyrene S.D. #28 602-839-7367		10	0
Ms. Suzanne Sode Laveen S.D. #59 602-278-3753		12	12
Mr. Phillip Hirales Naco S.D. #23 602-432-5060		10	0
Mr. Tom Hildebrandt Parker S.D. #27 602-662-4111		8	7
Dr. Joseph Morse Peoria Unified S.D.#11 602-995-6509		8	2
Ms. Bonnie Welton Santa Cruz S.D. #35 602-398-2383		2	1
Mr. Henry Andazola Solomonville S.D. #5 602-428-0477		8	5
Mr. Daniel Goitia Sunnyside S.D. #12 602-294-1411		12	9

California

Mr. Harold Hicks Biola-Pershing S.D. 209-843-2335		12	1
Mrs. Bertha Miller Brawley S.D. 714-344-1515	did not pass out the surveys	68	0

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California	# of sent surveys	# of returned
Mrs. Margo Taylor Arballo Calexico S.D. 714-357-3283	11	2
Mrs. Ethel Lanning Calipatria S.D. 714-348-5025	9	3
Ms. Mary Anna Jenkins Coalinga S.D. 209-935-2041	1	0
Mrs. Deloris Powell Earlimart S.D. 805-849-3386	6	4
Mr. Joseph Vogel El Centro S.D. 714-352-5712	56	7
Mrs. Sarah Powell Fowler S.D. 209-834-2915	11	10
Mr. Jim McCauley Gustine S.D. 209-854-3518	2	0
Ms. Maria Acuna Heber S.D. 714-353-3350	4	2
Mr. Bob Haney Imperial S.D. 714-355-1185	38	4
Ms. Betty Reilly Kings River S.D. 209-897-7209	8	1
Ms. Betty Anderson Le Grand S.D. 209-389-4631	13	5
Mr. Grady Billington Madera S.D. 209-673-9151	9	3
Mrs. Peggi Gunner Adams Mendota S.D. 209-655-4365	17	6
Mr. Daniel Chavez Planada S.D. 209-382-0712	10	4

California		# of sent surveys	# of returned
Mr. Arturo Duran Selma S.D. 209-896-6500		14	0
Ms. Bobbye Lee Woodville S.D. 209-686-9713		14	1
Mr. Leroy Friesen Porterville S.D. 209-781-6400		8	3
Colorado			
Mr. J. Robert Gallegos Adams School District #14 303-288-0719	did not pass out the surveys	30	0
Ms. Lillian Gutierrez Adams S.D. #50 303-428-3511		12	0
Ms. Sally Abbott Brighton S.D. #27-J 303-659-4820	did not pass out the surveys	26	0
Mr. Evan Valdez Centennial S.D. RE-1 303-672-3632		5	5
Mrs. Gloria Delgado Ft. Lupton S.D. RE-8 303-857-2714		30	9
Mr. Alfredo Nevarez Harrison S.D. #2 303-576-8360		62	15
Mr. Brock Morris Huerfano S.D. 303-738-2200		4	0
Mr. Frank Estok Trinidad S.D. #1 303-846-3324		12	8
Mr. Ernest Andrade Weld S.D. #6 303-352-3654		22	6
New Mexico			
Mr. Joe Trijillo Gadsden S.D. 505-882-3531		56	12

New Mexico	# of sent surveys	# of returned
Mrs. Frankie Fitzhugh R.V. Traylor Elementary 505-542-3252	1	1
Mr. Tito Herrera Pecos S.D. 505-757-6128	16	11
Mr. Jack Carrasco Portales S.D. 505-356-6706	9	7
Ms. Johanna Velasquez Raton S.D. #11 505-445-8910	17	5
Ms. Eva Aragon West Las Vegas S.D. 505-454-0822	32	11
Texas		
Mr. Raul Martinez Cotulla I.S.D. 512-879-2511	4	0
Ms. Evangelina Ramirez Eagle Pass I.S.D. 512-773-5181	18	6
Mr. Rolando Pena Edcouch-Elsa I.S.D. 512-262-1582	16	16
Mr. N.E. Woolls Hondo I.S.D. 512-426-3161	7	6
Ms. Alice O'Neill Alice I.S.D. 512-664-0981	18	9
Mr. L. Neale Ball La Feria I.S.D. 512-797-3161	36	4
Mrs. Connie Lamela La Joya I.S.D. 512-585-4855	32	12
Mr. Armando Garcia Levelland I.S.D. 806-894-7866	9	4
Mr. Manuel Bueno Los Fresnos I.S.D. 512-233-5774	4	0

Texas	# of sent surveys	# of returned
Mr. Robert Leidner Mission I.S.D. 512-585-1512	18	11
Mr. Rolando Zavala Progreso I.S.D. 512-565-2807	10	9
Mrs. Maria Garcia Rio Hondo I.S.D. 512-748-2321	8	0
Ms. Beatriz Rodriguez San Benito I.S.D. 512-399-7031	8	2
Mr. Roberto Montes Zapata I.S.D. 512-765-4822	12	0

SEDL/BSLC Implementation Survey Returns - Spring 1979

Arizona

	# of sent surveys	# of returned
Mrs. Belen Moreno Avondale School District #44 602-932-1860	2	--
Mrs. Verna D. Downs Bonita School District #16 602-828-3363	2	2
Mr. Joe Casillas Glendale S.D. #40 602-995-6758	4	2
Mr. Carlos Salas Globe S.D. #1 602-425-3211	7	--
Mr. Hejbejush Kyrene S.D. #28 602-839-7367	2	2
Ms. Suzanne Sode Laveen S.D. #59 602-278-3753	11	5
Mr. Phillip Hirales Naco S.D. #23 602-432-5060	6	--
Mr. Tom Hildebrandt Parker S.D. #27 602-662-4111	16	--
Dr. Joseph Morse Peoria Unified S.D.#11 602-995-6509	7	3
Ms. Bonnie Welton Santa Cruz S.D. #35 602-398-2383	2	--
Mr. Henry Andazola Solomonville S.D. #5 602-428-0477	7	3
Mr. Daniel Goitia Sunnyside S.D. #12 602-294-1411	39	8
California		
Mr. Harold Hicks Biola-Pershing S.D. 209-843-2335	9	--
Mrs. Bertha Miller Brawley S.D. 714-344-1515	21	--

California	# of sent surveys	# of returned
Mrs. Margo Taylor Arballo Calexico S.D. 714-357-3283	13	--
Mrs. Ethel Lanning Calipatria S.D. 714-348-5025	2	--
Mrs. Deloris Powell Earlimart S.D. 805-849-3386	7	1
Mr. Joseph Vogel El Centro S.D. 714-352-5712	16	--
Mrs. Sarah Powell Fowler S.D. 209-834-2915	12	4
Mr. Jim McCauley Gustine S.D. 209-854-3518	11	--
Ms. Maria Acuna Heber S.D. 714-353-3350	7	2
Mr. Bob Haney Imperial S.D. 714-355-1185	8	3
Ms. Betty Reilly Kings River S.D. 209-897-7209	9	2
Ms. Betty Anderson Le Grand S.D. 209-389-4631	9	--
Mr. Grady Billington Madera S.D. 209-673-9151	15	1
Mrs. Peggi Gunner Adams Mendota S.D. 209-655-4365	15	4
Mr. Daniel Chavez Planada S.D. 209-382-0712	8	3

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Mr. Arturo Duran Selma S.D. 209-896-6500	12	--
Ms. Bobbye Lee Woodville S.D. 209-686-9713	5	--
Mr. Leroy Friesen Porterville S.D. 209-781-6400	8	5
Colorado		
Ms. Sally Abbott Brighton S.D. #27-J 303-659-4820	27	8
Mr. Evan Valdez Centennial S.D. RE-1 303-672-3632	8	3
Mrs. Gloria Delgado Ft. Lupton S.D. RE-8 303-857-2714	26	5
Mr. Alfredo Nevarez Harrison S.D. #2 303-576-8360	24	4
Mr. Brock Morris Huerfano S.D. 303-738-2200	22	3
Mr. Frank Estok Trinidad S.D. #1 303-846-3324	32	9
Mr. Ernest Andrade Weld S.D. #6 303-352-3654	22	9
New Mexico		
Mr. Joe Trijillo Gadsden S.D. 505-882-3531	61	11

New Mexico	# of sent surveys	# of returned
Mrs. Frankie Fitzhugh R.V. Traylor Elementary 505-542-3252	1	2
Mr. Tito Herrera Pecos S.D. 505-757-6128	10	6
Mr. Jack Carrasco Portales S.D. 505-356-6706	14	2
Ms. Johanna Velasquez Raton S.D. #11 505-445-8910	11	2
Ms. Eva Aragon West Las Vegas S.D. 505-454-0822	40	17
Texas		
Ms. Alice O'Neill Alice I.S.D. 512-664-0981	10	7
Ms. Evangelina Ramirez Eagle Pass I.S.D. 512-773-5181	39	5
Mr. Rolando Pena Edcouch-Elsa I.S.D. 512-262-1582	8	--
Mr. N.E. Woolls Hondo I.S.D. 512-426-3161	9	3
Mr. L. Neale Ball La Feria I.S.D. 512-797-3161	8	4
Mrs. Connie Lamela La Joya I.S.D. 512-[illegible]85-4855	14	4
Mr. Armando Garcia Levelland I.S.D. 806-894-7866	3	1
Mr. Manuel Bueno Los Fresnos I.S.D. 512-233-5774	10	6

Texas	# of sent surveys	# of returned
Mr. Robert Leidner Mission I.S.D. 512-585-1512	19	9
Mr. Rolando Zavala Progreso I.S.D. 512-565-2807	12	6
Mrs. Maria Garcia Rio Hondo I.S.D. 512-748-2321	26	--
Ms. Beatriz Rodriguez San Benito I.S.D. 512-399-7031	4	3
Mr. Roberto Montes Zapata I.S.D. 512-765-4822	9	--

SEDL First Year Data Collection Returns

Spring 1978

	BOLaR Tests Sent	BEA/B Received	SpA/B Received	BCPM Tests Sent	BCPM Received
Avondale School District #44	70	61	0	0	0
Peoria School District #11	40	29	27	40	24
Solomonville School District #5	60	50	29	60	53
Sunnyside School District #12	150	80	86	150	50
Earlimart School District	60	35	50	0	0
Fowler School District	0	0	0	65	57
Kings River School District	25	20	20	15	15
Le Grand School District	24	24	3	25	23
Madera School District	0	0	0	40	23
Mendota School District	0	0	0	60	52
Planada School District	60	46	37	0	0
Porterville School District	50	10	10	0	0
Woodville School District	40	38	34	5	5
Harrison School District #2	264	0	90	162	52
Ft. Lupton School District RE-8	150	26	72	0	0
Weld School District #6	170	2	73	80	74
Pecos School District	98	47	50	98	92
Portales School District	240	52	57	120	30
Raton School District #11	0	0	0	62	54
Edcouch-Elsa School District	30	15	15	30	30
La Feria School District	60	50	40	0	0
Los Fresnos School District	65	51	28	65	28
Mission School District	56	52	46	60	58
San Benito School District	66	0	45	60	0

SEDL/BSLC Test Returns
Fall 1978

		Total B	Total S	Total M	BEA Onl	SPA Onl	MIA Onl	BEA & S	BEA & M	SPA & M	BEA/SPA	Eng CTB	Spa CTB
Globe, Az	Globe	55			55								
Laveen, Az	Cash	22	--	--	22							42	3
	Laveen	25	1	17	25		16			1			
Peoria, Az	Alta Loma	35	--	25	10				25				
	Murphy	28	28	28	4					4	24		
	Peoria	5	--	--	5								
Solomonville, Az	Solomon	57	--	57	3		3		54			56	
Calexico, Ca	Jefferson	53	53	25				28			25	24	47
Earlimart, Ca	Earlimart	16	32	0	0	16		16					
El Centro, Ca	Harding	3	6	--	2	5		1					12
	Lincoln	18	--	--	18								
Heber, Ca	Heber	39	39	--				39				19	20
Imperial,	Ben Hulse	56	31	60	7	1			30	11	19		
Kings River, Ca	Kings River	17	17	--				17					10
Le Grand, Ca	Le Grand												
Planada, Ca	Planada	27	16	--	22	11		5				34	8
Porterville, Ca	Doyle	14	14	--				14				10	4
Centennial, Co	Centennial	39	--	54	18		33		21				
Ft. Lupton, Co	Leo W. Butler	73	51	78	25	19	22	11	35	19	2	43	
Greeley, Co	East Memorial	54	--	--	54							60	3
	Jefferson	58	21	36	15	2	3	12	26	2	5	50	0
	Madison												
Harrison, Co	Centennial	28	52	--	28	52							
	Chamberlin	21			21								
	Monterey	23			23								
	Straton Meadow	28			28								
Tinidad, Co	East Street	15	--	16	10		11		5			15	
	Eckhart	15	--	17	6		8		9			13	
	Rice	40	--	--	40								
Pecos, NM	Pecos	97	95	94	2			2	1	1	92	94	4
Portales, NM	Brown	39	45	47	0	2	5	3	2	6	34	38	9
Raton, NM	Columbian/ Longfellow	--	--	65			65						

		Total BEA	Total SPA	Total MTA	BEA only	SPA only	MTA only	BEA & SPA	BEA & MTA	SPA & MTA	BEA/SPA/MT	Eng CTBS	Spa CTBS	
W. Las Vegas, NM	Amijo	88	87		4	3		84				89	33	
	North Public	45	21		24			21				93	94	
	OLOS	42	44			2		42						
	Union St.	58	58					58				58	57	
	Valley												39	
	Vella Nueva													
Edcouch-Elsa, Tx	Edcouch	29	29	30			30	29				10	20	
Levelland, Tx	West	42	32	43	2		3	1	9	1	30			
Progreso, Tx	Progreso	107	138	107	3	22	4	18	5	17	81			
Zapata, Tx	Zapata	56	--	--	56							62		
		1467	910	799	535	135	203	401	222	62	312	814	348	

SEDL/BSLC Test Returns

Spring 1979

		BEA sent	BEA recd	SPA sent	SPA recd	MTA sent	MTA recd	CTBS-E sent	CTBS-E recd	CTBS-S sent	CTBS-S recd
Globe, AZ	Globe	55									
Laveen, AZ	Cash	22	23					42	21	3	2
	Laveen	25	25	1		17	18		18		
Peoria, AZ	Alta Loma	35	23		6	25	26				
	Murphy	28	27	28	27	28	27				
	Peoria	5	15								
Solomonville, AZ	Solomon	57	69			57	69	56	69		
Calexico, CA	Jefferson	53	52	53	48	25	28	47	40	24	25
Earlimart, CA	Earlimart	16		32	41						
El Centro, CA	Harding	3		6						12	12
	Lincoln	18	15								
Heber, CA	Heber	39		39				19		20	
Imperial, CA	Ben Hulse	56	54	31	12	60	63				
Kings River, CA	Kings River	17	18	17	18						
Planada, CA	Planada	27	32	16	17			34	42	8	
Porterville, CA	Doyle	14	11	14	13			10	10	4	4
Centennial, CO	Centennial	39	44			54	51				
Ft. Lupton, CO	Leo W. Butler	73	63	51	50	78	42	43	51		
Greeley, CO	East Memorial	54	20					50			
	Jefferson	58	62	21	7	36	43	60	63	3	3
Harrison, CO	Centennial	28		52							
	Chamberlin	21									
	Monterey	23									
	Straton Meadow	28									
Trinidad, CO	East Street	15	16			16	15	15	16		
	Eckhart	15	16			17	20	15	17		
	Rice	40									
Pecos, NM	Pecos	97		95		94		94		4	
Portales, NM	Brown	39	46	45	35	47	41	38	37	9	10

BEST COPY AVAILABLE

		BEA sent	BEA recd	SPA sent	SPA recd	MTA sent	MTA recd	CTBS-E sent	CTBS-E recd	CTBS-S sent	CTBS-S recd
Raton, NM	Longfellow					65	67				
Edcouch-Elsa, TX	Edcouch	29	32	29	32	30	34	10	15	20	22
Levelland, TX	West	42		32		43	28				
Progreso, TX	Progreso	107	157	138	157	107	157				
Zapata, TX	Zapata	56	55					62	57		
TOTAL		1234	875	705	463	799	729	595	456	117	102

SWRL/BSLC Test Returns

Spring 1979

		CAT Sent	CAT Received	CRT Sent	CRT Received
Los Banos, CA	Henry Miller	7	--	7	--
	Charleston	10	--	10	--
Montrose, CO	Olatha Elem.	188	97	188	97
	Morgan	80	--	80	—
Northfield, MN	Longfellow	120	106	120	101
	Greenvale Park	100	—	100	—
Hancock Place, MO	Hancock Elem. #1	29	—	29	22
	Hancock Elem. #3	57	22	57	24
Bernalillo, NM	Roosevelt	211	211	211	191
	Cochitti	54	31	54	44
	Placitas	35	39	35	24
Central Consolidated, NM	Nizhoni	99	—	99	—
Socorro, NM	Edward Torres	175	—	175	102
	Midway School	45	—	45	28
Central Cass, ND	Central Cass	150	77	150	77
Vinita, OK	Southeast	46	44	46	44
	Will Rogers	89	—	89	--
Baker, OR	Haines	64	40	64	38
Clear Lake, SD	Clear Lake	238	24	238	24
Lockhart, TX	Lockhart Prim.	—	—	238	98
San Marcos, TX	Lamar	—	—	130	95
North Summitt, UT	North Summitt	30	26	30	28
TOTAL		1827	717	2195	1037

Site Visits to Inservice Training Sessions

Toward the end of the first quarter of 1978, CSE sent staff members to one of each of the lab's inservice training seesions. The intent of the site visits was to gather informal, qualitative data on program participants' reactions to the SEDL and SWRL BSLCs, as well as to observe this important link in the training component of program operations. The following is a summary of the field notes taken during the visit to the SEDL inservice session. The complete field notes taken at the SWRL mid-project meeting are included in the Appendix.

SEDL Program Activity -- A one day inservice was held on March 30, 1978 in Visalia, California and attended by one CSE staff member. Teachers, aides, principals and coordinators from eight schools were present. The morning session consisted of presentations on how BOLaR and BCPM were being implemented throughout the districts in grades one through six. The first part of the afternoon session included formal presentations by three SEDL staff members regarding implementation techniques for BOLaR, BCPM and T & R materials, and a review and discussion of management and reporting requirements related to the Pupil Program Information Forms (PPIFs). The latter part of the afternoon was spent as a question and answer period with the SEDL staff members acting as facilitators. The field testing of a survey instrument for SEDL Basic Skills Learning Center users also took place at this inservice.

SEDL Participant Reactions -- Many of the participants felt that the BOLaR program in English and Spanish lacks reinforcement-type activities/materials to suppliment the concepts being taught. In terms of language experience and reading readiness skills, participants indicated that the learner needs to expand his/her vocabulary more than the BOLaR program makes provision for. Some teachers indicated that if both strands of BOLaR are being used as core curriculum, the child will usually make the transition from the Spanish strand to the English, while others felt that if the English strand is used alone it is most effective as a primer/basal reader. Those schools holding this latter point of view used BOLaR as a supplement to the district-wide reading program. Participants felt that BOLaR and BCPM materials would function best as a core curriculum in a self-contained classroom, rather than in a pull-out situation.

A problem expressed by some of the participants was that they had not received adequate training in both BOLaR and BCPM, and felt misinformed as to the purpose of this workshop. One teacher expressed particular concern because she had not received training in oral language and reading, and was told that the BOLaR program must be implemented as a supplement to the regular reading program.

A teacher and aide gave a presentation on BCPM use. Their method was to use the materials as a supplement to the district-wide math curriculum. Their children work with the classroom aide on a pull-out basis and listen to the math tapes for a limited amount of time every day. It was indicated

Notes from Mid-Project Meeting: SWRL-BSLC's March 27 & 28, 1978

Asked Vivian Orange on Monday night about the cover sheet for the pupil information forms. She said it's ready and will be discussed at the meeting tomorrow, but it hasn't yet been printed up... probably next week some time. Both she and Bob O'Hare indicated that SWRL is collecting so much data that we probably won't want to collect any more.

There was some mention by Bob of the difficulty they had with schools concerning any additional testing. Apparently even free SWRL kits were not enough of an inducement to participate in the tryouts if additional testing was required. I suspect that this anecdote was meant as an indirect caveat to us in terms of evaluation testing. I mentioned that we won't be doing any this year -- he already knew that.

I asked how the District Coordinators were working out and they said fine, that they'd used that concept before successfully. I was treated to dinner, drinks, and a show; they were both very nice...had a great time.

Tuesday morning

Meeting run informally. 18 months into the contract. Participants, Principals and District Coordinators.

II.* 3 counties participating

Description of CSA -- background of project, etc.

Emphasis on BSLC's as large-scale project; participatory R & D concept; involve users in the planning.

General question about testing elicited this response:

> Proficiency verification system -- say what objectives or curriculum are and test measures only these. Developed as an alternative to standarized tests. Also developed CRT's. It was unclear to me what the difference is. I think that their tests are a type of CRT.

* Roman numerals correspond to sections in attached meeting agenda.

III. BSLC Film

Technical assistance -- project newsletter (BSLC Bulletin), hot-line or letter, site visits, if necessary.

Usual use of materials -- following regular textbook instruction or as extra practice (i.e., supplementary).

Film shows way in which materials may be used:

-- in the classroom

-- in a separate learning center where children receive materials based [illegible] diagnostic testing.

Film described role of District Coordinators. Film also indicated:

-- materials often used for individualized and independent instruction. Children work by themselves and then check their work.

-- Classroom sized groups use materials in addition to their regular curriculum. (Materials are used with whole classes at once.)

Film is available for use in districts. We may want to know which districts have borrowed it; SWRL will have a record. No one requested it at the meeting.

IV. School Planning Guide Booklet

Need to have a school planning leader -- who it is is up to the school or district. (We may want to know who does this for the evaluation: it may be done by the District Coordinator.)

Planning should occur in April or May.

Use Center planning worksheet to plan.

Designed to look at BSLC operation for this past year and plan changes for next year (i.e., formative evaluation). We should have a copy for our evaluation. Contains 3 questions:

1. pupil participation -- Are all in need of remedial instruction receiving it?

2. Is kit placement appropriate?

3. Pupil progress -- 3 categories:
   a) catching up -- attain more than usually attained
   b) keeping up -- attaining as much as usual
   c) losing ground -- falling behind

Many of the questions are of the type covered in our implementation survey, but many of our questions are not covered.

Results of Center Planning Worksheet are summarized on p. 5 of the School Planning Guide. Average school has 14 centers.

One principal brought up the problem that the Center Planning Worksheets Summaries do not allow differentiation between information regarding different levels of kits. Vivian said information is to be summarized by reading and math at the Center, not classroom level. Schools can collect more detailed information if they wish. (Possible implications for evaluation: we will not be able to tell whether materials are more effective at some levels than at others.)

V. School Planning Form

asks about:

1. pupil participation
2. appropriateness of remedial instruction/number not receiving it who should.
3. project progress (re: students losing ground)
4. # of centers
5. placement aids for next year
6. 1st and last school days of next year

This form -- a summarization of information on the Center Planning Worksheets. Dr. O'Hare said that if they have a better way to do this, feel free to do so (e.g., divide information up by kits, etc.)

NOTE: SWRL doesn't collect the Center Planning Worksheets, just the School Planning Form. This may represent a problem for our evaluation; the latter is much more general. For example, information about why students are losing ground is lost in the School Planning Form.

Lincoln County Principal said that the kits arrived late and fouled up the planning for the upper grades. Vivian said that they have methods for dealing with this. Another problem was that planning occurred before teachers saw the kits; they might have planned to use them in other ways if they'd seen them first. There also seemed to be some sort of problem involving use of the kits by more or fewer students than the kits were intended to be used with; they didn't receive copies of the computer printout listing replacements. There were some comments about teachers liking the materials so much that they didn't want to let the kids write on the consumables.

V. End of Year Activities

Problem for SWRL -- slow return rate on learning center description cards.

VI. Learning Center Accomplishment

This is the only thing the teacher needs to use to comment on center operation; it does not evaluate teachers or individual students. Most of it is multiple choice. It's being shipped in the first week of April.

It's organized into 2 general sections:

1. Summary of learning center record sheet: revised and simpler than the original one. Summaries are by frequency of end-of-kit tests: number of children placed in each part of program, etc.

2. Questions about the operation of the centers:
   --grouping patterns
   --number of kits in center
   --number of staff operating center
   --method of placement in centers -- teacher recommendations, etc.

SWRL will issue a series of reports to districts summarizing the information provided. Can use to evaluate progress relative to others, make adjustments in centers, etc. Can use to hold teacher in-service training sessions (in-service is not required; we may want to know which schools/districts used it for these purposes for the evaluation.) Will be used by CSE.

Lunch

Had lunch with a District Coordinator & SWRL staff. The District Coordinator said that an important factor in determining usage of the materials was involvement of the principal. I asked whether she had to contact individual teachers if the principal wasn't involved. She said "Yes, and I don't have the time to do that."

On the way to lunch O'Hare mentioned that a school for delinquent girls will be using the materials and he hopes that our evaluation will pay special attention to individual case studies such as this one as he feels that the materials may be especially effective in a setting like that. (They are thinking of writing up that school as a case study and enlisting other similar institutions.

I also managed to speak to a District Coordinator (Hal Bozrath). Some of his responses were: It's hard to supervise when each teacher has it (a kit, I guess). Some 1st and 2nd grade teachers hadn't yet begun to use the materials as they felt that their children couldn't use them; however, others are using them. I asked if he had been asked for a lot of help. He said "Just about none." I asked if things had been going smoothly with the principals and teachers. He said they were very cooperative: "They'd better be or they could lose my help." I don't know what he meant by that.

I also spoke to a principal in Mr. Bozrath's district. He said that there were no problems with the District Coordinator. "In fact, he provides a leadership function and lets me ask questions without calling L.A." He was very positive about the kits: he had used SWRL materials before successfully.

After Lunch

VII. Materials Needs

Form for getting materials discussed. Reasons for requesting them:
--use materials with LD, EH & EMR pupils
--use with junior high pupils for remedial reasons
--use as supplementary to ongoing instruction
--add new schools

VIII. BSLC Bulletin

Has handout on how to use record sheets since SWRL discovered that they were not being properly used.

VI. Forum

Purpose was to share experiences using the materials. Comments were:

Commentor 1: (Principal)

1. Newer teachers seem to make better use of materials than older ones, especially those oriented to a systems approach. One teacher felt it wouldn't add much to what she was already doing.

2. Materials may have a bigger impact in schools which do not already have a wealth of educational materials.

3. Generally very pleased with the materials -- some problem with the quality of the paper used in math kits; problem arises when the kit is used by too many students.

Commentor 2: (Principal)

1. Special education teacher using kit speaks very highly of it.

2. It takes a lot of individualized direction -- can't just give kids the kit and say go to it as indicated in the SWRL film.

(Another principal said his kids can use it independently.) This may be an important variable to look into. Amount of instruction needed may be a function of age and general mental ability.

Commentor 3:

Suggested that SWRL make a film indicating how to use the materials in different situations.

Commentor 4:

Materials are not as effective with Title 1 (whole class) as in a center with a limited group of students.

Additional comments:

1. Not as effective in special ed classes as in regular classes. The directions are too difficult for the kids. Others agreed.

2. It takes a month of struggle for kids to understand the routine involved in using the materials, but then they work with them very successfully. This District Coordinator said that they almost discontinued use of the materials for this reason. Several principals agreed with this problem.

3. The Basic Skills Kit needs more teacher directions. They should be warned about the time and effort required to use it. IN SUMMARY, LACK OR INADEQUACY OF DIRECTIONS FOR BOTH TEACHERS AND STUDENTS SEEMED TO BE ONE OF THE MAJOR PROBLEM AREAS. One participant suggested that cassettes be provided along with the kits to provide directions to students on how to use the kits -- apparently kids needing remedial instruction are not able to read and follow SWRL's directions.

4. One principal expressed concern about the extra testing required by the kits.

Report of Site Visit to SEDL BSLC Inservice Training Session for Teachers and Prinicipals at Brawley, California, 12/9 & 10/77

A delay in airplane takeoff caused me to arrive at the meeting approximately one hour after it had begun. The BCPM math assignment sheet was the topic of discussion when I first entered. Apparently some teachers feel that it is too cumbersome and have resisted filling it out. Suzanne Rodriguez, one of the three leaders from SEDL at the meeting (the others were Becky Zuniga and Carlos Rodriguez) encouraged its use as a means of truly individualizing instruction, but said that it was not mandatory. As of that time, no one has yet begun actually using the BCPM Program.

The remainder of the morning was devoted to a presentation and discussion of the Thinking and Reasoning Program as well as some general discussion. Some of the concerns and problems that were raised included: The need for more inservice training on language usage (BOLaR). The Leir Kit (unknown to myself) was suggested as a remedy -- in general it seems as if teachers want more ideas about how to utilize the language experience approach than is provided; another concern was what to do with this program when the schools already have ongoing programs; some teachers wanted to know if use of these materials would alter their status as Title 1 or Title 7 teachers; still another problem that was raised was that in some cases additional teachers had to be hired to implement the BSLC program. Implementation is apparently in various stages at this time.

The meeting ended at noon rather than 3:30 as had been anticipated to accomodate the schedules of the principals, the participants that day. Therefore, I accompanied Carlos, Suzanne, and Becky in their observation of a resource center using the BOLaR materials.

The prinicipal expressed great enthusiasm for the materials. She said that they filled a definite need for her by providing Spanish names for everything, etc. The program's greatest strength, according to this prinicpal, is its diagnostic-prescriptive capability. She said that it is "heads and tails above anything that we already have" in this regard.

As previously mentioned the materials are being used in a resource center in this school. Bilingual children who are not in the Title 7 program are pulled out of their monolingual teachers' classrooms for 30 minutes to an hour (daily, I believe) for bilingual instruction. The resource teacher was also very enthusiastic about the BOLaR materials. She stressed that they fit in very well with what they were already doing. The children also seemed to enjoy using the materials. Not too surprisingly, the situation that I was brought along to observe was just about idyllic. The principal summed it up by saying: "The resource room allows the children to express themselves, and yet the atmosphere is quiet and studious."

One further note about the meeting of that morning was that I mentioned that we might be doing testing on-site rather than by mail. Carlos was quite upset by this as he already said that the schools would not have to do any testing. I told him I would relay his fears to Clint. Following the meeting, I asked Suzanne how the materials were being implemented. She said that they are being used in every conceivable manner and gave the following examples: in resource room (as I had observed): in bits and pieces to supplement existing programs; in ESL and SSL programs.

The participants in the next day's meetings were the teachers and aides. Problems and concerns raised at the meeting that day were: Teachers did not feel comfortable or sure about what they would be doing with the materials for the rest of the year and some had not received the materials yet; There was some confusion as to who should fill out the pupil information sheet. It was suggested that the teacher do it; Some districts have not yet identified students (they must do this by January according to Carlos); Teachers did not know that they are to cut off student names when returning forms.

I spoke to a district coordinator during the morning break to ask how the materials were being implemented in her district. (One of my main missions in attending this training session was to find out more about implementation.) She told me that two teachers are using them as core curriculum for grades 1 and 2. One teacher is more comfortable with them than the other, but that teacher had missed the August training session. There were no problems with record keeping according to this district coordinator, and the teachers are using the pupil information sheet flexibly. It was not possible to interact with teachers during the break as I was told to be an unobtrusive observer and not interrupt ongoing conversation; the teachers were all involved in group discussions when I finished talking to the district coordinator.

BOLaR was discussed in the afternoon. According to Carlos, BOLaR can be used for ESL programs, SSL programs and bilingual programs. From various comments that I overheard it appears that it is being used in all of these ways. Some of the problems and concerns that were raised concerning BOLaR were: Some teachers are unsure about how BOLaR should be sequenced for an ESL program. Carlos promised to discuss this after lunch; One teacher was unsure whether to teach all in one language first and in the other later. Carlos said that it is a dual language system; The question arose as to whether instruction should be in large or small groups. They were told to instruct in small groups.

Lunch took considerably longer than the time allotted for it on the schedule. Since my plane was leaving at 3:30, I was not able to attend the general problem discussion that was scheduled for late in the afternoon.

Consequently, I asked Becky to tell me what frequent problem areas they had discovered with BOLaR using their own evaluative instrument. She listed the following problems;

1. Conflict of their own reading goals with those of BOLaR.
2. Lack of direction: They don't know what is expected of then in terms of a bilingual education program because they have not defined their goals.
3. Lack of adequate preparation time to make decisions about whether to use BOLaR for remedial for supplementary instruction, etc.
4. There are management problems, especially when BOLaR is used in a pullout system (i.e., taking students out of regular classrooms.)
5. There is some confusion about how to fill out the records.

When I left the meeting I felt somewhat surprised that I had attended an inservice training session. I had been asked to find out how far along teachers were in using the materials. My overwhelming impression of the last two days is that few have really gotten into using them. The meeting in general had the air of a preservice rather than an inservice training session. I must also add that most of the comments that I overheard indicated a favorable response to the program. There was considerable interest in the Thinking and Reasoning component. However, since that is not to be part of the CSE evaluation, I did not include discussion of it in this report. Finally all documents passed out at either meeting are appended to this report.

Meeting with SEDL

1. CSE staff met with the SEDL staff in Porterville on August 24, 1978 for the purpose of obseving a pre-service training session for the central California cluster. The session was facilitated by 5 SEDL staff members and attended by 15 teachers and 3 aides. The two day workshop dealt with how to implement and use Bolar, BCPM and Thinking and Reasoning materials as either a core curriculum or supplement. At various points throughout the sessions SEDL staff members worked with many of the teachers on an individual basis to help them set up bilingual reading programs and outline skill areas.

2. Diane Orenstein and Bonnie Sisson met with Becky Zuniga. The major issues discussed were the spring CRT outcomes, potential teacher survey revisions, the use of the CTBS/S and the CTBS/Espanol as NRT's and suggestions were made for more sensitive inquiry so that correlations between implementation, instruction, and performance outcomes would be significant.

   - SEDL is concerned that we have no way of knowing when a child begins the BSLC program in terms of a specific point in the reading or math materials. It was suggested that if CSE had such information it would be useful in as far as correlating it with outcomes. SEDL said that they would be willing to go through the Bolar and BCPM materials and code it according to skill/objective and page number.

   - To explain student performance outcomes better it was suggested by SEDL and CSE staff that in revising the survey we should ask for information regarding the student's actual school level (grade), performing grade level (on grade level or below grade level), basic skills kit level, and a general rating scale based on teacher judgement as far as language skills. Example: The teacher is a monolingual English speaker and the child is a dominant Spanish speaker who is receiving classroom instruction in English. There is no aide on a full time basis but the child is receiving Bolar in Spanish. Question: To what extent do you feel the child's English - Spanish ability allows him/her to profit from instruction? Is the curriculum at all geared to accomodating learning differences in children?

3. Regarding the CRT outcomes, it was explained to the SEDL staff that since these scores could not be compared to pre-test scores, they yield little information concerning students' gains from SEDL BSLC programs.

   - It was suggested that we should look at students performance on the total test and also in relation to the items tested that cover the skills taught. The result would show student performance on those items which match up with instruction.

4. Regarding the use of the CTBS/S and the CTBS/Espanol, it was explained to the SEDL staff that the development of the Spanish adaptation (revisions, pilot and first and second field testings) is based on data collected from the students. The CTBS/S has been debiased with/for Spanish-speaking populations and out of 933 items, 91 were found to be potentially biased against this population. It was suggested by the CSE staff and agreed upon with the SEDL staff that a proficiency measure would be used in order to identify the language needs of the student so he/she could/would be tested in the appropriate language. SEDL suggested that we inform the teachers of our plans...find out how long the BSLC program has been in operation and at what point in the materials did the student enter the program.

5. SEDL and CSE staff discussed the 'poor' return rate of the surveys. It was agreed that the revised survey would be sent out at an earlier, more convenient time and that SEDL would cooperate further by distributing them at inservice sessions and/or convey the importance of a 'high' return rate in terms of correlating the information on the surveys with performance outcomes. SEDL staff felt strongly that the survey should be shortened and should provide information about implementation.

   - Are you using the materials as a complete set or are parts missing or lost?
   - What type of 'regular' classroom instruction is the child receiving?
   - Do you feel that those children who are receiving instruction in T&R are able to transfer skills? Does T&R instruction have any kind of an impact of how the child performs in Bolar and BCPM?

6. The SEDL staff informed the CSE staff members that the information obtained from the PPIF form was inconclusive for for determining any interactions between the teacher's implementation of the BSLC, instructional usage, and student performance. CSE staff reviewed the form with SEDL staff and offered suggestions for revising the form. With the cooperation of SEDL, CSE identified some questions that would be more sensitive in picking up information that would relate BSLC uage and instructional mode to performance outcomes. CSE suggested that SEDL review the BSLC programs and identify the skills taught within each unit. Then teachers would be asked to record which units the students covered and how the program was implemented (direct instruction, large/small group instruction, using the tapes/independent) With this information, it could then be determined which skills students learned from the BSLC program and whether students performance benefited from such instruction. Such information may have a stronger impact in evaluating the effectiveness of SEDL's BSLC program.

Memo of meeting of SEDL representatives and BCPM adminstrators, Longfellow School, Raton, New Mexico, November 8, 1978

At this meeting Carlos, Susanne, and Becky described the BCPM section of the SEDL materials for school administrators mainly principals and assisant superintendents from the various districts in which the BSLC program is operating. I learned from the meeting that SEDL is revising the teachers manuals for the program and options from various users had been solicited. Several of the participants reported that SEDL very likely was encountering teacher training problems because teachers were afraid of the materials and were concerned about using them properly. Several of the teachers reported that their schools used SEDL materials as part of a pull-out program and that teachers failed to send students to the lesson on time.

A few interesting comments were made at the meeting:

1. Several principals and superintendents mentioned that the number of Spanish dominant sutdents in their area of New Mexico and Colorado had dwendled considerably. Students were now children of second generation Spanish surname families. The parents were in their early 30's and since they were fluent in English the students were not Spanish speakers. One principal reported that he felt that the students were not fluent in either language.

2. Several people brought up their concerns about our administration of the CTBS. It was learned that some of them had already administered the CTBS to 2nd and 3rd graders as a matter of district policy. Bonnie and I noted that they should inform us of this and that if they supplied us with data from the previous administration they would be able to forego administering the CTBS for us.

3. Several of the administrators reported that there were problems with enough BSLC materials. Teachers were often required to share the tapes and

that the legistic of handling books, tapes, cards, etc. were very difficult for them. One Title I remedial instruction teacher mentioned that she had inadequate space in which to implement the program. She was religated to using a corner of a storage room which she shared with a visiting speech therapist.

On-site Observations

Longfellow School, Raton, New Mexico

2nd Grade taught by [redacted]

[redacted] teach the two sections of second grade. They pooled their students together so that I might watch [redacted] give a demonstration of her use of the BSLC Mathematics materials. [redacted] is a new arrival in 2nd grade. Apparently he taught an older grade last year, and is not very happy about his new assignment. The booklet with which the students were working was A1, again having to do with counting and numeration. [redacted] used the materials again as a suppliment to her regular mathematics program and began as a group exercise. [redacted] however played the audio tape for the students who were to listen in a group. I found the voice on the tape to be mushy and extremely dull. The classroom contained 24 students, this was again the 2 classrooms combined. Half the students appeared to be of Spanish derivation. On page 1 of the exercise which requires the students to count blocks [redacted] had them draw pictures. She explained that the BSLC materials did not provide enough blocks for her to conduct this exercise with the whole class. The use of the BLSC booklets followed this cycle: [redacted] would play the tapes the students would listen fairly attentively. Then [redacted] would reinterpret what had been said on the tapes. When asked why she did this later, she said that the tape went too fast. The tape talks about sets and constantly refers to the objects to be counted as members. [redacted] always reinterpreted this leaving out the word members. She said that the advice in the tape that students "call their teachers" (presumably included because the materials are intended to be used silently with head phones with individual students) is hard to deal with in the whole group classroom. I saw this demonstrated. At one point, where students were told to call their teachers a great hoopla insumed with all of the students calling her and raising arms and hollering all at once. When asked about use of the materials after the lesson [redacted] also mentioned that she had not used all of the BSLC units this year and that she sends students who miss the group lesson or do badly to work again through the BSLC booklets only this time using the tape with earphones. She feels that this works as a method for remediation and reinforcing learning.

November 8, 1978 Longfellow School, Raton

3rd Grade taught by [redacted]

[redacted] is a tall middle age somewhat matronly lady whose instructional method I found quiet impressive she has a deep booming voice and obviously her word is taken as authority by the students. She uses the BSLC materials as a suppliment to math. The Longfellow school uses only BSLC math. They do not use the BOLaR Reading program. [redacted] switched her math period to the morning so that I would be able to observe the BSLC in action. She uses the materials as a group exercise she was working at the time with level A2, place values. There were 20 students in the classroom, approximately 10 of which seemed to be of Spanish background. The teacher [redacted] did not use the tapes and read rather the instructions for the booklet to the students. She then had them complete the worksheets on her own while she and another teacher traveled around the classroom. She explained to me that the class is usually larger and that she and the other teacher merge the two groups for math instruction. The other teacher [redacted], reported that some of her students were out for something special that day. [redacted] tended to read the instructions then have the children do sheet work cycle over and over again, she would conclude her reading always with the quote "Can you work on your own now?" She seemed to have a talent for asking questions that required the students to think beyond the exercise they were doing on the sheets. She reported to me later that she felt that the answers to the exercises were always overly obvious and to heavily prompted and that they didn't require students to think. I noticed that bundles of tens were always presented using the same format, a format that looked like a set of bowling pins observed from above. There was quiet a bit of distraction in the class mainly because the exercises seemed quiet easy for the students and [redacted] and [redacted] were unable to get to all of the students fast enough to present distraction. One little boy in the corner was rehersing two or three others in reciting "Peter Piper picked a peck of pickled peppers". On page 6 of the exercise [redacted] required each student to read to her aloud the numerals that they were writing when she introduced page 7 she asked "this is a little different, isn't it"? And one student answered "but awful easy". I noticed that all though the materials do not specifically call attention to the bundles of ten circles on the pages, several of the students spontaniously counted them in the interval between their completing the worksheet and [redacted] beginning the next page. I asked [redacted] after the demonstration whether she had ever used the tapes. She said that she had but that they were too difficult for the students and that they soon lost interest in them. She said she would rather read the instructions and keep everyone working together. She said that her method of instruction is based on her rationale that students must "think and listen not just do". [redacted] reported that she has used the BSLC materials very little this year although she did complete the unit on measurement. And she intends to do additional work with place values.

North Elementary School, West Las Vegas, New Mexico, November 9, 1978

Title I pull-out program, taught by [redacted]

[redacted] is an elderly lady who came back from retirement to work as a Title I tutor. She tutors in the school resource room/library in a corner space screened off from the rest of the room. She is working with four children, two boys and two girls only one child looks like a native Spanish speaker, but [redacted] is drilling the children in Spanish using flash cards from the BOLaR language development packet. [redacted] is drilling the children using pictures of singles and groups of children, boys and girls and mixed groups, she drills them in saying "Es una nina" or "Son ninas" or "Son ninos" depending on the number and sex of the children in the picture. The children are attentive and seem interested in the exercise though only two of the children seem to have caught on to the change in case endings with gender.

[redacted] the other Title I pull-out teacher and also an elderly woman who is about to retire is conducting a class with 5 children using BOLaR workbooks in the same room but on the other side of the screen. [redacted] is the star teacher in the Las Vegas school district, her work in language arts with children in one of the more rural schools has been published in state wide educational poetry anthology. [redacted] is obviously a super teacher, a very gible woman, very enthusiastic about even the work in the BOLaR workbook. She was during the observation tutoring five children (fourth graders) in Spanish and she was assisted by an aid [redacted] ([redacted] also had an aide) [redacted] says that she tutors in reading one day alternating each day in English and Spanish, she uses target reading Wisconsin Design, and BOLaR for the pull-out exercises. She pulls and uses the section in each program addressing the objective toward which she is working, she says she would consider none of these to be the core program. She simply rotates among them. She spends 45 minutes a day with small groups, the children are identified for work with her by low Metropolitan Reading Readiness scores. She claims that she uses the management system in BOLaR as a guide to where students rest in the program. She liked very much the picture flash cards that come with the BOLaR program she has painted them and she uses them to sitmulate the children to talk.

[redacted] 2nd grade

After talking to the two Title I resource teachers we were taken to visit [redacted] a middle aged lady who teaches 2nd grade at West Las Vegas, North Elmentary School. [redacted] said she uses BOLaR purely as a suppliment to her reading instruction. She uses SEDC as a basal reader in Spanish and Houflin-Mifflin in Miami Linguistic Readers for English reading. [redacted] it should be noted is one of the teachers from whose classroom children are pulled to take part in the Title I reading with [redacted] and [redacted]. [redacted] says that she uses the SEDL reading program only with the slower readers in the classroom for about 1 to 1 1/2 hours per week. The faster readers probably do little if any work in BOLaR because they grasp the materials she wants them to understand quickly enough using Houflin-Mifflin, and the Miami Linguistic Programs. [redacted] like [redacted] and [redacted] uses the oral language program cards to stimulate the children to pronounce words and help them with their English and Spanish pronounciation.

[redacted] 3rd grade

[redacted] is a very tall, fortyish, teacher. He has 22 students in his classroom, he also has a BOLaR corner. He uses BOLaR three times a week 1 1/2 hours at a time. Interestingly, he uses BOLaR as an activitly for students who are not taking part in the Title I pull-out program and he has them take part in the BOLaR activities during the period when the Title I students are meeting in the library with [redacted] He says that he might use the BOLaR materials more but that he is chronically short of readers.

North Elementary School in West Las Vegas uses only BOLaR reading, it does not use the mathematics or T & R program.

Armijo School, West Las Vegas, New Mexico, November 9, 1978

Armijos School uses all three SEDL programs, BOLaR, BCPM, and T & R. We met the principal, [redacted], who was rather distracted because vandel had broken into the school the night before and stolen audiovisual equipment from the resource room - mainly a language master and some vidio tape apparatus. We met [redacted] in the resource room, and I was impressed by its wealth of materials. There were System 80 machines and language masters which were still left, there was several additional tape recorders and there was still a vidio-tape machine, although the storage cabinets had been jimmied opened and the room was in great disarray.

The Armijos School uses a Title I pull-out program similar to that used at North Elementary. The pull-out program focuses completely on language, because as the Title I teacher told us everything is language and if children can read they can do most things; if they can't read they can't even read to do their math. A Title I teacher mentioned to us that she uses little BOLaR and a vast variety of materials many of them audiovisual such as System 80 and the Language Master. She explained to us that in fact she has only really used on book in the whole BOLaR series.

[redacted] -- 2nd grade

[redacted] reported to us that she prefers BOLaR Spanish to the SEDC Spanish materials which she is suppose to be using as her core. She says that while both address the same vocabulary the sentence structure in the BOLaR Spanish is easier for the children to work with and understand then in the SEDC. Right now she uses BOLaR as her Spanish core and no SEDC but she plans to introduce more SEDC later. [redacted] team teaches in a flexible classroom with a sliding door with [redacted]. They use BOLaR as their core program in English as well. They feel that the Houghlin-Mifflin series is too difficult and they have simply decided not to use the Miami at all though it is provided in the school. They use the SEDL math program as a suppliment to the Holt-Rinehart Core program. They feel that the materials "are terrific for seat work". Qualification on above statement: they use BOLaR as the core for the two slower groups in reading. Houghlin-Mifflin is used for the two faster groups. These teachers use no tapes. They have three math groups and all use the BCPM as a suppliment. [redacted] said at one point that she was very glad to have the math materials because they saved her the time of having to go run off worksheets on the ditto machine.

[redacted] and [redacted] -- 3rd grade

This team taught classroom uses math and Spanish as supplimentry materials to give students extra practice in math. They are intending to use BOLaR as a suppliment to reading but are just getting underway.

Our Lady of Sorrows School, West Las Vegas, New Mexico, November 9, 1978

We spoke with [redacted] the principal and he suggested that we visit a few of the classrooms with our guide [redacted], Title I coordinator for the district. First we visited [redacted] 2nd grade. [redacted] uses BOLaR readers as a suppliment to her regular program in reading groups of eight, she likes the readers because they stimulate the children to engage in discussions. She does not use the other materials.

[redacted] -- 3rd Grade

[redacted] who seemed quiet young but an excellent teacher, was conducting a whole class lesson with 19 students in Spanish. She was using BOLaR materials. The entire group was participating in a single activity, answering the questions in the booklet, item by item, under [redacted] leadership. The students seemed most enthusiastic -- the classroom embodied the traditional hand-waving "teacher! teacher!" atmosphere that one remembers from whole class activities of one's own childhood. [redacted] reported to us that she liked the BOLaR material, used them in this way fairly frequently, but that she did not have enough books to go around.

SWRL SITES

The population of students at SWRL sites in Bernalillo and Socorro, New Mexico are Spanish and Indian surnamed. According to some of the teachers, many students have not developed their oral language skills to such a point where they would be able to benefit from the SWRL reading and math program, which presupposes that a child can read. Teachers view the program as a reading skills program, which focuses upon comprehension and language mechanics and grammar. They feel that the instructions in math components are too difficult for the primary student to understand if their reading skills are not yet developed. In rural schools, teachers felt that although SWRL would enhance individualization as an instructional strategy, for students who need basic oral language skills in English, SWRL does not incorporate this as a program objective.

Bernalillo, New Mexico

Placitas

Students are placed into the SWRL program on the basis of test scores on the SAT, Houghton-Mifflin Diagnostic Test and the SWRL Placement aides. Students seem to like the materials because of the format and because they are able to monitor their own progress. There are 103 students at this school, one teaching principal, and a teacher and aide in every classroom.

The teachers generally feel that the enrichment activities in SWRL are too difficult because of the instructions. At the lower grade levels the teachers feel they have to spend too much time explaining the tasks required of the students. They also commented that the enrichment activities are formated so differently from the basic text that even though the activities may address the same skill, children are confused. The principal felt that one reason for confusion may be that the children who are not well prepared in problem solving skills have difficulty abstracting to a higher level of thought.

Grade 1: The SWRL materials are used to supplement the basic text in reading and math adopted by the district. The reading and math kits are used for 45 minutes every day during independent study time as enrichment. Eight students are using the reading, 12 students the math materials, all placed in Kit I.

Grade 2: SWRL reading materials are used 45-60 minutes daily, with time and treatment on the program being monitored by the principal and classroom teacher and aide. Students are grouped for instruction in reading. The basic text is used for 15-20 minutes daily and students engage in enrichment activities for 40 minutes daily. Enrichment materials are provided by ESEA and are also teacher developed. SWRL is used for remediation at this grade level. The kits are in the classroom and the activities used are closely matched with grade level reading objectives. A student may not necessarily complete an entire kit before moving on.

Grades 3-4: Reading instruction is 1 1/2 hours daily, five times a week. At this grade level students work independently out of materials boxes, which are in the classroom. Math instruction is approximately 45 minutes daily. The SWRL materials are used for a short period of time to reinforce specific skills in reading and math. The fourth grade students placed in this classroom are low achievers.

Grades 4-5: At this grade level, individualizations is a district goal. The SWRL materials are mainly used to teach individualization and problem solving to students. Students work on a contractual basis with the teacher to complete supplemental activities in reading during independent study time. For example, to receive a grade of "A" students must complete four SWRL lessons, four ESEA lessons, four SRA lessons, and one creative writing assignment or book report weekly. Reading instructions take place for 1 1/2 hours daily, with 25-35 minutes devoted to enrichment activites. The teacher at this grade level likes the management system presented in SWRL and believes that the skills transfer very effectively into other subject areas.

Grade 6: This classroom is traditional in the way that it is set up physically. There is directed reading instruction in groups with the basic text for 40 minutes daily. Approximately 1 1/4 hours is spent weekly using SWRL reading and math materials. Students are seated at their desks and some receive directed reading instruction while others are working independently from SWRL kits.

Roosevelt School

This school is comprised of kinder through grade 5, with approximately 20-25 children in each class. There are three kindergartens, five first grades, five second grades, four third grades and four fifth grades. There is a teacher and aide in every classroom.

Teachers generally commented that the California Achievement Test was too long. They felt that the children may have done poorly because they have been over tested in response to district goals and other federal program guidelines. This district used the Stanford Achievement Test as a pre- and post measure.

Teachers at this school use the SWRL kits as a supplemental program. They commented that the kits lend themselves to the concept of individualization of instruction. They felt that the materials allow for self-pacing, self-checking, immediate correction and reinforment. One teacher commented that the children seem to value the utilization of the test results.

Teachers explained that the criteria used for placement in the SWRL program is established thorugh the use of the SWRL attainment measure and teacher judgment. To determine ability levels in reading, children are assessed with an informal reading inventory, and locally developed diagnostic instruments which have been normed with the district, in order to be placed in reading groups based on ability levels. There are two to three reading roups in every classroom, with reading ability used as a prediction index for achievement in other skill/subject areas. Teachers use SWRL as a prescriptive program in reading.

The second and third grades use SWRL/reading for 30-45 minutes a day, three times a week. Some teachers at these grade levels use the attainment test for conferencing, and have developed self-check folders for each child working with the kits.

At the sixth grade level the math component of SWRL is used as the core curriculum with those children who are achieving below grade level. Apart from standardized measures which are administered pre- and post in the district, the SWRL attainment tests are used as post measures in math. One teacher commented that, because there is not enough measurement in the math kits, she must pull from other sources to meet district goals and objectives in math.

Cochiti School

There are 13 classrooms, ranging from grades kindergarten through eight. There are 23 students per class with ten teacher aides in the building. The SWRL materials are used in grades two through seven as a supplement to the district adapted texts in reading and math.

Grades 1-2: The teachers feel that the math kits are excellent at these grade levels, with the ultimate goal being to individualize instruction. Teachers feel the SWRL kits lend themself to problem solving and heightening self concept. For the first four or five lessons, the teachers use the kits with the class as a whole to present the concept of individual learning. Teachers feel that the math kits compliment the format of the district adapted text; whereas in reading, the format of the SWRL kits is more confusing.

Grades 2-3: The math kits are used 20-30 minutes daily; and the reading kits 20 minutes daily. Teachers commented that the management system in reading is difficult. The materials are center based in the classroom with explode charts on the walls for motivation. For both the reading and math kits, the objectives are referenced with the district curriculum guide. Students are placed in the SWRL programs according to the placement aide and teacher judgment.

Grades 4-5: At these grade levels students work with materials from the kits independently at their desks. Reading and math exercises are used for both remediating and enrichment. Teachers commented that the games are not nused at all because they require too much teacher direction.

Cochiti: The population of students at this school is made up of Indian, Spanish and Anglo surnamed students. Teachers in general, feel that the SWRL kits are a great management tool for teaching and lend themselves to individualizing instruction. The coordinator commented that the kits are a good"public relations" tool because the math ____, in part, are consumable itesm. On the other hand, teachers commented that the directions in reading Skills I for decoding are difficult, and the fact that the materials in the reading kits are not consumable, is a drawback. The attainment test is used for conferencing and reteaching of skills. Should the student miss a lot, he/she is then rechanneled trhough the materials. At every grade level a conference is set up with the resource teacher, the classroom teacher and aide, and the student to discuss progress and needs.

Grade 7: At this grade level the SWRL math and reading kits are used 30 minutes each on a weekly basis. The students use the kits for reinforcement remediation on an individual basis during "seat work". The placement aid is used to determine "prescription" into the program. Students check out their own assignments except for skills assment which are graded by the teacher, who in turn, records the grade. The teachers feel that the use of SWRL, in conjunction with other materials, has helped to improve standardized achievement test scores.

Algodones School: Bernalillo

This school is comprised of one teaching principal, one kindergarte teacher, one teacher at the first-second grade levels, and one teacher at the third-fourth grade levels, with an aide in every classroom. There is multi-age grouping with an emphasis on individualizing instruction. The SWRL program is used both in reading and in math as a supplement to the district adapted text in reading and math. The core reading and math programs are taught 45 minutes daily. The SWRL kits are used on a contract basis. The students indicate how many SWRL, SRA and other supplemental activities they complete weekly. Each student may choose when to do SWRL during the week, as long as he/she spends a 45 minute block of time, and completes the prescribed skill area which is decided upon by the teacher.

Socorro, New Mexico

In this district teachers feel that the SWRL materials are good for a wide grade span. They also commented that although the kits lend themselves to individualizing instruction, group instruction is more important than individualizing due to the need for oral language instruction. Many teachers have adapted the materials for language patterning within the context of skills reinforcement. Teachers commented that since students are generally low in oral language skills in both Spanish and English, the SWRL kits are more effective in grades four through eight. *According to the SWRL coordinator on site, who is also the resource teacher for the district, the State of New Mexico has mandated no ability grouping because it is viewed as discriminatory because Spanish surnamed students are "pulled out" for special programs. In grades one through three, the SWRL materials are used to reinforce language skills that have been identified as language goals by the district in conjunction with the building principal; in grades four through eight, SWRL materials for remediation of content area skills. Only the reading kits are used throughout the district.

School #1

San Antonio is a three-room school house which accomodates 47 students. A high percentage of students are Spanish surnamed and live in rural areas and are bused into Socorro. There are 18 students in kindergarten and 29 students in grades one through five. There is a teaching principal at the third, fourth and fifth grade levels, a kindergarten teacher, and a teacher at the first through second grade levels.

SWRL math materials are used at the third, fourth,and fifth grade levels as a supplement to the basic math program. The kits are in the back of the classroom on shelves and students use them for 20 minutes daily, independent of core math instruction.

Teachers commented that emphasis is placed on reading comprehension and oral language development/vocabulary building. Students at San Antonio are on grade level in reading according to standardized test scores, but are below grade level in vocabulary probably due to the need in oral language development. Especially at the lower grade levels, one teacher felt that, the SWRL program does not address that potential problem. This teacher strongly feels that her students need to interact with each other, rather than doing independent work.

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Torres Elementary:

This school is composed of 17 classrooms, grades one through three, and accomodates a class load varying from 21-25 students; with a teacher and aide in every classroom. There is a kindergarten which is self-contained in another building.

Grades 2-3: The SWRL materials are used for reinforcement of specific skills. Individualized or small group instruction is the teaching strategy used with the kits. Teachers commented that they find the readin materials easier to work with than the math materials. One teacher commented that all students at this grade level were placed with Kit I. Students found the format much different from the core math text and likewise teachers found it difficult to individualize instruction. The materials are used for 45 minutes, twice a week.

Grade 3: The SWRL reading kits are used for reinforcement in small group instructional settings. The top readers use the materials for one hour weekly as an enrichment activity. Teachers commented that students react positively toward the kits because the format is so different from the basic approach, and that there is a sense of accomplishment. Another teacher commented that at this grade level, the slow readers are not motivated because the instructions in the reading development kits are too difficult. This teacher also said that the comprehension answers are not built into the kit, which makes the management system more complete to follow. Another teacher commented that students are able to complete the exercises without reading the stories.

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Additional comments were with respect to the SWRL training. The one person who had been trained in the district felt that the meeting with the people from SWRL was more informational, rather than an applied approach, in terms of classroom use. Students are tested out with the scope and sequence of the SWRL materials in both reading and math for placement in the program. Informal district developed measures are also used for placement. For example, in math, students are placed into the kits by matching the results of other diagnostic and prescriptive measures with SWRL reading and math objectives.

Zimmerly School:

The SWRL materials are used at the fourth and fifth grade levels. There are ten classrooms at this level with a teacher and an aide to accomodate a classload of 24-28 students. Each teacher uses the materials as he/she wants. The classrooms are both open spaced and traditional. All the teachers are structured, however, in terms of scheduling specific blocks of time for SWRL.

Greeley, Colorado

This school is comprised of grades Kindergarten through five. There is one kindergarten, two first grades, one second grade, one third grade, one third/fourth combination, one fourth grade and one fifth. There are 26 students per class, with a teacher and aide at every grade level. The principal says that the school will move into a language arts continuum beginning the 1979-1980 school year. He would like BOLaR to become more of a natural part of the curriculum.

Grade 1: The Bolar reading materials are used in English and Spanish for direct instruction. Students are grouped according to language ability. At this grade level there are two SSL groups (Spanish as second languge), one ESL group (English as a second language) and one bilingual group. The oral language component is used for 40 minutes daily with the SSL and ESL groups, while the reading and language experience components are used every day with the bilingual group.

Teachers feel that while the merits of the Bolar program include definite sentence structures in both languages, the oral language vocabulary is limited and must be supplemented by the district developed oral language guide.

The math is used to supplement the district adapted text. Teachers use the BCPM diagnostic tool to determine where students are to be placed -- and view the program as being prescriptive. Teachers feel that the students enjoy the BCPM booklets, but do not favor the tapes. It was felt that BCPM lends itself to individualizing instruction, but only with small groups.

Students use the math during their independent block of time for appriximately 20 minutes daily.

Grade 2: There are four reading groups at this grade level; two English dominant groups which are taught by the instructional aide, and two bilingual groups. A district developed language assessment test is used to place students in the BOLAR program.

The Spanish component of the BOLAR program is used as a core program with the bilingual students. It is used three days weekly for 20 minutes per group. The oral language component is used with the English dominant group for instruction in SSL, while Spanish dominant students receive instruction in Spanish reading with the migrant specialist, who has developed his own curriculum. The bilingual students use BOLAR for reinforcement of specific skills and vocabulary and use the readers for enrichment.

A district adapted text is used for math. Teachers commented that the format of the BCPM materials was too different from the math text to be used for anything other than to reinforce specific skills. Math is taught for 60 minutes daily, with the room physicall arranged in centers. There is an instructional center taught by the teacher, a reinforcement center taught by the aide, and an independent ceter. For 20 minutes daily, during the "independent" block of time, BCPM is used with the whole class. Teachers commented that the math program is not used in its entirety, but rather reinforcement of skills is specific to the objectives and goals presented in the district adapted text. Teachers adapt the lessons to fit the needs of the students. It was felt that since the math materials are consumable, they are more motivating for the students.

Grade 3:

The Spanish component of BOLAR is used for core instruction with English dominant speakers to teach second language skills, in conjunction with the district level guide for vocabulary enrichment.

This teacher uses the math component mostly for reinforcement, with some lessons used for core instruction. BCPM materials are always used in small group settings for 20 minutes daily. It was felt that the math tapes are too fast and that confusion is sometimes created because the format of the district adapted text and the BCPM program are so disimilar.

The English component of BOLAR is used strictly as a supplement and a review to skills presented in the basic reader. This district has adapted a specific reading series which spans grade levels one through six. This teacher commented that the vowels presented in the program are too simple for advanced readers because the student is never required to distinguish specific sounds. The English oral language component is only used with Spanish dominant children to teach English second language skills.

Grade 4:

English reading for dominant Spanish speakers is taught by the migrant teacher. This teacher is primarily concerned with developing strong reading readiness skills coupled with oral language and vocabulary. Students use the English component of BOLAR only as a supplement to this instruction, for ten to fifteen minutes, twice weekly. The migrant teacher uses both the site-word approach and dictation for reading instruction, for approximately 30 minutes daily. Those students that receive said instruction from the migrant teacher are pulled from their regular classroom, for the purpose of receiving additional instruction -- these are usually ? titled students.

Grade 5:

The Spanish component of BOLAR is used to teach SSL to native English speakers. The oral language component is used with students who only have more receptive skills in English, but who have not yet developed expressive skills. Spanish dominant non-English speaking students receive no formal instruction in English reading.

At this grade level, for English reading, a district adapted series is being used for core instruction. Teachers commented that at higher grade levels the BOLAR materials are too easy. In as far as remediating skills, a Title I program services the students. Teachers also feel that the scope and sequence of the BSLC materials is very different than the district adapted series, which makes application difficult.

The Spanish component of the BCPM (math) program is used to reinforce technical language. Teachers commented that the use of the T and R program is a motivating factor in developing critical thinking and problem solving skills that do transfer.

East Memorial

The Spanish component of BOLAR was observed at the third grade level. The oral language component is used with students who are English dominant with a limited facility in Spanish, for second language instruction. The BOLAR program in Spanish is used as the core curriculum to build expressive language skills and vocabulary along with the use of the Spanish readers. Students receive instruction in Spanish for 25 minutes daily. Teachers commented that the Spanish component is very culturally relevant, though the scope and sequence is a little jumpy at times.

At this school, students are grouped according to language ability and receive second language instruction with the BOLAR materials.

The English oral language is generally used with limited English speakers. The teachers commented that at this school, although there is not a big population of LES students, it is nevertheless used as a core program.

At the fourth grade level the BCPM program is used as a core math curriculum in conjunction with the district.

Ft. Lupton, Colorado

Leo William Butler School

This is a pre-kindergarten through fourth grade school, with a total of 27 teachers and 27 instructional aides. There are four pre-Kinders (1/2 day sessions), six kindergarten (1/2 day sessions), six first grades, six second graders, five third grades and five fourth grades. There are 30-34 students per class. There are approximately 13-15 teachers using the BOLAR materials as core instruction in English and Spanish.

Grade 1:

The Spanish component of BOLAR is used as core instruction. Students are grouped according to limited English speakers, non-English speakers and bilingual speakers. The teachers commented that a language experience approach is used, most concentrating on the development of oral language skills. Some teachers also commented that the jump from II to III in Spanish is too big a jump, and the way that the depthongs are introduced is confusing and a little too difficult for a good transition into the district adapted series in Spanish reading. Teachers also commented, however, that because the district Spanish language objectives overlap with the BOLAR program, it is succesful for core instruction.

The district coordinator commented that the building principal has made it a point to integrate the basic skills materials with the entire curriculum. The English component of BOLAR, which focuses upon vocabulary, (language experience) is used as core, up to and including book III. It is used as core instructional materials in conjunction with the district adapted series. In explaining how the bilingual program is set up, the coordinator commented that students are generally grouped according to language ability. It is the teacher's responsiblity to determine the language dominance of the student. This is done with an informal teacher developed assessment tool and compared with the results of a home language survey. Students participate in small group instructional settings and sub-groups are formed for individualized instruction. The coordinator also commented that though the T & R component is used to a lesser degree, the problem solving skills do transfer, especially into the area of math applications.

Grade 2:

There is a total of 24 students in this classroom and during reading there are four distinct groups Five students are working with the instructional aide, seven students are working with the student teacher, six students are working with the teacher and six students are working independently at their seats. Students are grouped for reading for approximately 50 minutes daily.

The basic skills learning center is located at the back of the classroom. At this grade level the English component of BOLAR is used strictly for reading readiness, while the Spanish is used for oral language development both in the primary and second languages. The teachers commented that BOLAR seemed to build self-confidence regarding reading because the stories were culturally relevant. Others commented that the scope and sequence of the materials is well programmed for reading, while math must be revised/modified slightly in order to accomodate district goals.

Grade 3:

The Spanish component of BOLAR is used as core materials. Oral language skills are emphasized, as well as vocabulary through sentence structures. The BSLC's are located in the classroom and blow-up charts are used to check on student progress. This teacher has sequenced and coded all the skills in the BOLAR program and has also compared and constructed the objectives with the district adapted English reading series. Spanish reading is taught for 60 minutes daily and students are grouped according to language ability.

This teacher fees that the English component of BOLAR is too "simple" for native speakers, though it is used with limited English speakers for language experience and vocabulary building.

The math component is used at this grade level for 30 minutes daily. The instructional aide is responsible for the program. Concepts are introduced in English and reinforced in Spanish - this is a whole class activity. When skills reinforcement is needed, learning centers which focus on specific lessons and students are instructed in small group settings. Students spend approximately 15 minutes in a learning center for individual instruction, and approximately 15 minutes in a follow-up center. Students also have the option of taking out BOLAR or BCPM materials during independent study time.

Grade 3:

The English component of BOLAR is not used at all, while the Spanish component is used as core. Teachers generally feel that BOLAR reinforces district-wide language objectives. Students spend approximately 40 minutes daily, every other week, and are grouped according to language ability. There are three groups: the monolingual English speakers use the oral language manuals, the bilingual group and the Spanish dominant students use the readers. This teacher commented that there is a big gap between Sector II and III and the readers focus on phrases and then whole pages of two and three paragraphs, therefore the students have problems making a transition. Students use the readers on their own and use the workbooks for individual and small group instruction. This teacher also commented that her students are below grade level in English, while they are top readers in Spanish.

In this classroom, BCPM is used to supplement the district objectives in math. This district mandates that the text be used in sequence, page by page. The teacher does not use the tapes because she feels the vocabulary is too easy.

Colorado Springs: Classrooms were randomly selected for observation.

Grade 4:

Students are grouped with an instructional aide. BOLAR is used as the core curriculum in Spanish and students are grouped according to ability. Teachers use a district developed language assessment measure to determine the level of language proficiency of the student and the SWRA test to determine language dominance. The teacher uses that information to determine where the student should be placed in the Spanish component of the BOLAR program.

Grade 2:

Students receive core instruction with BOLAR/Espanol in the area of oral language development and language experience. The class is divided into ability groups and are usually instructed by the teacher and aide. Students receive small group instruction for approximately 20-30 minutes daily.

*The bilingual coordinator commented that teachers enjoy using the basic skills program. They feel comfortable with it as a core program in Spanish for grades kindergarten through third. From the fourth to sixth grade teachers are using a district adapted text for instruction in Spanish reading. When asked about record keeping, the coordinator said that the PPIF forms are kept by each teacher and the team leader in every building is responsible for collecting them.

The English component of BOLAR is generally used with Spanish dominant students as a core program for second language learning. The coordinator commented, however, that there are few children in the district who fit into the category. As far as training the instructional aides go to inservices that are held by SEDL, and also receive on-the-job training. The coordinator commented that

that the objectives for the district evaluation and bilingual program are based on the BOLAR program.

Stratton Meadows

At all grade levels, the teacher works with the instructional aide in planning the use of the BOLAR program in Spanish. The main focus is on the development of oral language skills and language mechnaics. Students are grouped according to their ability level in English reading. This school is comprised of grades kindergarten through sixth, with one bilingual class per grade.

CENTER FOR THE STUDY OF EVALUATION

SEDL TEACHER SURVEY

NAME RESULTS

SCHOOL N = 179 unless otherwise indicated

DATE Spring 1979

DISTRICT ____

# OF YEARS TEACHING 65% had $<$ 8 yrs; N=164 range = 1-41 yrs, $\bar{x}$ = 8 years

STATE ____

# OF YEARS TEACHING IN BILINGUAL PROGRAM 84% had $\leq$ 5 yrs; N=157; $\bar{x}$ = 2 years, mode = 2 years

PLEASE INDICATE IF YOU TEACH: 94% FULL TIME 3% PART TIME 3% N.A.

PLEASE INDICATE IF YOU TEACH IN MORE THAN ONE BSLC CLASS: 27% YES 73% NO

GRADE(S) YOU PRESENTLY TEACH: K 1 2 3 4 5 6 7 : 96% taught K-3, highest grade was 5th

EDUCATION: 2% High School Equivalency Exam 5% High School Diploma 58% BA/BS
27% MA/MS 7% MEd 1 Ph.D. 1 Other (specify) N=176

OCCUPATION/TITLE:

80% Classroom Teacher
7% Teachers' Aide
6% Learning Specialist
5% Resource Teacher
-- Student Teacher
2% Bilingual Project Director
-- Parent
1% Tutor
____ Other (specify) ____

1. *CHECK ANY OF THE FOLLOWING WHICH APPLY TO YOU:*

37% Read, write, and speak Spanish
1% Speak Spanish only
35% State Certified Bilingual Teacher
3% Temporary Credential
19% Read, write, and speak English only
5% None of these apply to me

2. *IF YOU ARE A CLASSROOM TEACHER OR AIDE:* (N = 164)

   a. Please record the name of the teacher/aide regularly working with you. ____

   b. How many students are in your classroom? $\bar{x}$ = 26, range = 1-99, 54% had from 24-30

   c. How many students from your class participate in the BSLC program? $\bar{x}$ = 21, range=2-9
88% had 30 or less

   d. Do students from other classrooms receive BSLC instruction with students from your class? 17% Yes 82% No

3. *PLEASE INDICATE WHETHER THE STUDENTS IN YOUR BSLC CLASS ARE TYPICAL OF THOSE STUDENTS WHO DO NOT RECEIVE BSLC INSTRUCTION REGARDING:* (N = 111)

Cultural Background	61% *YES*	38% *NO*
Achievement Level	46% *YES*	54% *NO*
Previous School Experience	58% *YES*	41% *NO*
Language Background	51% *YES*	49% *NO*
Socioeconomic Status	56% *YES*	40% *NO*

4. *WHERE ARE YOUR BSLC MATERIALS USED? (CHECK ONE)*

14% A separate resource center, located in a self contained area set aside for BSLC activities
77% In the classroom
3% In another classroom (Teacher's name ______________________)
4% In the library
____ Other (specify) ______________________________________

5. *PLEASE USE BOTH THE CHARTS BELOW TO INDICATE THE AMOUNTS OF TIME YOUR STUDENTS RECEIVE BSLC AND NON-BSLC INSTRUCTION:*

BSLC INSTRUCTION

		MINUTES PER DAY	
PROGRAM		ENGLISH	SPANISH
BOLaR	Oral Lang	$\bar{x}$=14min n=93	$\bar{x}$=15min n=93
	Reading	$\bar{x}$=14min n=83	$\bar{x}$=12min n=75
BCPM		$\bar{x}$= 7min n=54	$\bar{x}$= 4min n=34
T & R		$\bar{x}$= 4min n=47	$\bar{x}$= 1min n=18

Modal responses: 15, 21, 30; range=1-90 min

NON-BSLC INSTRUCTION

	MINUTES PER DAY	
INSTRUCTION	ENGLISH	SPANISH
Reading	$\bar{x}$=28 n=103	$\bar{x}$=11 n=53
Mathematics	$\bar{x}$=25 n=119	$\bar{x}$= 8 n=56
Oral Language	$\bar{x}$=17 n= 98	$\bar{x}$= 7 n=50

Modal responses: 20, 30, 45, & 60
Range = 5-90 minutes

6. *PLEASE CHECK (√) HOW OFTEN YOU USE THE FOLLOWING INSTRUCTIONAL METHODS WITH BSLC STUDENTS:*

	OFTEN	*SOMETIMES*	*NEVER*
a. Whole class instruction	35%	35%	30%
b. Large group instruction (9-15 students)	29%	48%	22%
c. Small group instruction (3-9 students)	72%	25%	3%
d. Individual student with teacher/aide	34%	51%	15%
e. Student working independently	35%	56%	8%

BEFORE GOING FURTHER, PLEASE READ CAREFULLY THE FOLLOWING DEFINITIONS, FOR SOME OFTEN MISUNDERSTOOD TERMS. THESE DEFINITIONS WERE DEVELOPED FOR THE PURPOSES OF THE EVALUATION.

- *NON-ENGLISH SPEAKING - Students who communicate in their primary language only, or who communicate in English at a level which does not enable them to participate meaningfully in educational settings where only English is used.*
- *LIMITED ENGLISH SPEAKING - Students who do not have clearly developed English language skills of comprehension, speaking, reading, and writing, necessary to receive instruction only in English at a level substantially equivalent to student whose primary language is English.*
- *BILINGUAL - Students who have developed English and Spanish language skills of comprehension, speaking, reading, and writing, and who are able to receive instruction in either language, and perform the tasks required.*
- *LIMITED SPANISH SPEAKING - Students who do not have clearly developed Spanish language skills of comprehension, speaking, reading, and writing, necessary to receive instruction only in Spanish at a level substantially equivalent to student whose primary language is Spanish.*
- *MONOLINGUAL ENGLISH SPEAKERS - Students whose primary language is English and who cannot communicate in a non-English instructional setting or in a second language.*

7. *PLEASE INDICATE THE NUMBER OF YOUR STUDENTS USING THE BSLC MATERIALS WHO FALL INTO EACH LANGUAGE CATEGORY:*

BSLC PROGRAM AND LANGUAGE OF INSTRUCTION

Range = r
Number responding = n
Modal responce = m

	BOLaR			BCPM			T & R
	ENGLISH	SPANISH	BOTH	ENGLISH	SPANISH	BOTH	
NON-ENGLISH SPEAKING STUDENTS	r=1-34; n=29; m=8	r=1-22 n=21; m=1	r=1-9 n=9 m=1, 5, 9	r=1-30 n=9; m=1	r=1-26 n=14; m=1	r=1-56 n=9; m=1	r=1-30 n=11; m=1
LIMITED ENGLISH SPEAKERS	r=1-75 n=40; m=5	r=1-50 n=30; m=1	r=1-28 n=21; m=4	r=1-75 n=25;m=1	r=1-20 n=17;m=1	r=1-28 n=13;m=4	r=1-75 n=18;m=1
BILINGUAL STUDENTS	r=1-47 n=52; m=7	r=1-27 n=41;m=7	r=1-27 n=23;m=27	r=1-48 n=31;m=10	r=1-53 n=15;m=6	r=1-27 n=17;m=4	r=1-53 n=27;m=3,20
LIMITED SPANISH SPEAKERS	r=1-25 n=28; m=2	r=1-30 n=33;m=2	r=1-28 n=15;m=10	r=1-25 n=28;m=3	r=1-25 n=12;m=1	r=1-27 n=10;m=25	r=1-25 n=22;m=25
MONOLINGUAL ENGLISH SPEAKERS	r=1-85 n=33; m=1	r=1-21 n=24;m=1	r=1-21 n=10;m=3	r=1-85 n=30;m=1	r=1- n=6;m=2	r=1-19 n=8; m=11	r=1-95 n=24;m=3

Note: The total number of students recorded in this chart should equal your response to question #2.b.

8. *WITH WHICH LANGUAGE GROUPS ARE EACH OF THE FOLLOWING WAYS OF USING THE BSLC INSTRUCTIONAL MATERIALS EMPLOYED:*

a. As core/primary curricular materials used in your classroom: (check as many as apply

28% Non-English speaking students (NES)
42% Limited English speaking students (LES)
44% Bilingual students (B)
28% Limited Spanish speaking students (LSS)
22% Monolingual English speaking students (M)
19% Never used this way

b. As supplementary materials: (check the groups using the BSLC materials in this way)

20% NES 28% LES 41% B 31% LSS 27% M 16% Never used this way

c. For the instruction of only those students in need of remediation or reinforcement:

20% NES 28% LES 25% B 17% LSS 15% M 28% Never used this way

d. For enrichment or practice:

9% NES 28% LES 46% B 30% LSS 26% M 14% Never used this way

e. For Spanish as a second language:

3% NES 6% LES 18% B 26% LSS 23% M 37% Never used this way

f. For English as a second language:

22% NES 33% LES 23% B 6% LSS 4% M 34% Never used this way

g. As the Spanish component of Bilingual curriculum:

15% NES 22% LES 34% B 23% LSS 17% M 27% Never used this way

9. *ARE YOUR STUDENTS FORMALLY ASSESSED FOR LANGUAGE DOMINANCE?* 73% YES 26% NO 1% N.A.

0. *PLEASE INDICATE WITH A CHECK THE GROUP OF STUDENTS WITH WHOM THE BSLC MATERIALS SEEM TO YOU TO BE MOST EFFECTIVE:*

25% Non-English speakers
37% Limited English speakers
44% Bilingual speakers
22% Limited Spanish speakers
18% Monolingual English speakers

11. *PLEASE INDICATE WHETHER YOU USE THE FOLLOWING MATERIALS AS PART OF YOUR BCPM INSTRUCTION:*

BCPM Diagnostic Instrument	41% *YES*	59% *NO*
BCPM Audio Tapes	43% *YES*	57% *NO*
BCPM Booklets	60% *YES*	40% *NO*
BCPM Games	41% *YES*	59% *NO*
I do not use the BCPM materials	32% *YES*	

12. *WHICH OF THE FOLLOWING BEST CHARACTERIZES YOUR INSTRUCTIONAL GOALS FOR BSLC STUDENTS? (CHECK THE ONE CLOSEST TO YOUR GOALS)* (N = 162)

31% To facilitate a transition from instruction in Spanish to instruction in English
40% To provide enough competence in English and Spanish so that instruction in both languages is possible
6% To strengthen and maintain Spanish language ability
37% Other (specify)______________________________

13. *HOW IMPORTANT ARE EACH OF THE FOLLOWING CRITERIA IN DETERMINING WHICH STUDENTS ARE ASSIGNED TO USE BSLC MATERIALS:*

	NOT AT ALL	*LITTLE*	*MODER-ATE*	*VERY*	
a. Teacher evaluation	9%	4%	19%	65%	N=160
b. Placement aids/placement tests	16%	9%	43%	30%	N=152
c. Student's previous grades	39%	26%	27%	8%	N=140
d. I.Q. tests	71%	16%	8%	5%	N=140
e. Standardized achievement tests in English	46%	16%	29%	9%	N=139
f. Standardized achievement tests in English and Spanish	50%	19%	23%	8%	N=133
g. Language proficiency tests: This type of test determines the degree to which a person can function in a single given language. It assesses the ability of a person to speak, read, write and understand the English or Spanish language.	22%	17%	24%	36%	N=138
h. Language dominance tests: This type of test is a frequency measure which assesses the ability of a person to speak, read, write and understand English and Spanish.	18%	15%	24%	43%	N=142

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4. *PLEASE RATE THE BSLC MATERIALS USED IN YOUR CENTER ON EACH OF THE FOLLOWING DIMENSIONS:*

	POOR			EXCELLENT	
a. Compatibility with your educational goals N=167	1 (4%)	2 (4%)	3 (33%)	4 (41%)	5 (18%)
b. Overall quality N=168	1 (3%)	2 (6%)	3 (36%)	4 (37%)	5 (19%)
c. Ease of use N=168	1 (7%)	2 (10%)	3 (23%)	4 (41%)	5 (20%)
d. Comprehensiveness N=166	1 (4%)	2 (8%)	3 (31%)	4 (42%)	5 (15%)
e. Instructional effectiveness N=166	1 (4%)	2 (5%)	3 (30%)	4 (48%)	5 (14%)
f. Appropriateness for intended grade level N=165	1 (4%)	2 (9%)	3 (24%)	4 (42%)	5 (21%)
g. Ability to capture student's interest N=167	1 (7%)	2 (11%)	3 (26%)	4 (38%)	5 (19%)
	$\bar{x}$=4.7.	$\bar{x}$=6.2	$\bar{x}$=29	$\bar{x}$=41	$\bar{x}$=18

5. *DO YOU THINK THAT THE DEGREE TO WHICH YOU ARE CURRENTLY USING THE BSLC MATERIALS IS BRINGING ABOUT EDUCATIONAL GAINS FOR MOST OF YOUR STUDENTS? (CHECK ONE)*

48% Definitely yes
46% Probably yes, but it is too early to be sure
6% Probably not
1% Definitely not

6. *CHECK ANY OF THE FOLLOWING THAT ARE CHARACTERISTIC OF YOUR EXPERIENCE WITH THE BSLC PROGRAM:*

39% I would like to increase my use of the BSLC materials with the students.
36% I find myself thinking more about instructional planning.
34% I find myself spending more time on paper work and record keeping activities.
32% I am individualizing instruction more than before.
32% I am more willing to try innovative approaches to education.
20% I enjoy teaching remedial education more than I used to.
15% None of the above

7. *HOW WERE YOU TRAINED TO USE THE BSLC MATERIALS? (CHECK ONE OR MORE)*

68% At a preservice or inservice training session by SEDL staff
20% By someone (e.g., district coordinator) who attended the SEDL pre/inservice training
10% By a classroom teacher who received instruction from someone who attended the training session
13% I have not received formal training in the use of the materials
2% Other (specify) ______________________

8. *PLEASE RATE THE TRAINING IN THE USE OF THE BSLC MATERIALS (FOR EXAMPLE, INSERVICE SESSIONS) THAT YOU HAVE RECEIVED TO DATE ON EACH OF THE FOLLOWING:* N=154

	POOR			EXCELLENT	
a. Comprehensiveness	1 (4%)	2 (7%)	3 (21%)	4 (41%)	5 (27%)
b. Quality of training	1 (5%)	2 (6%)	3 (22%)	4 (37%)	5 (30%)
c. Suitability to your needs	1 (5%)	2 (10%)	3 (22%)	4 (37%)	5 (27%)
	$\bar{x}$=4.7	$\bar{x}$=7.7	$\bar{x}$=21.7	$\bar{x}$=38	$\bar{x}$=28

9. *IF YOU HAVE HAD OCCASION TO NEED THE TECHNICAL ASSISTANCE (FOR EXAMPLE, THE TELEPHONE HOTLINE) THAT SEDL OFFERS IN CONJUNCTION WITH THE BSLC MATERIALS, HOW WOULD YOU RATE THIS SERVICE ON EACH OF THE FOLLOWING DIMENSIONS:*

64% I have not required technical assistance (Skip to next question)

	POOR			EXCELLENT	
a. Relevance to your needs N=46	1 (0%)	2 (9%)	3 (7%)	4 (35%)	5 (50%)
b. Responsiveness N=46	1 (0%)	2 (4%)	3 (9%)	4 (26%)	5 (61%)
c. Availability N=46	1 (2%)	2 (4%)	3 (7%)	4 (30%)	5 (61%)
	$\bar{x}$=.7	$\bar{x}$=5.7	$\bar{x}$=7.7	$\bar{x}$=30	$\bar{x}$=57.3

20. *PLEASE ANSWER THE FOLLOWING QUESTIONS CONCERNING THE DISTRICT BSLC COORDINATOR:*

a. How much contact have you had with the District BSLC Coordinator? (N=166)

20% None   30% Little   30% Moderate   22% Frequent

b. How important has contact with the District BSLC Coordinator been for you in setting up and maintaining your Basic Skills Learning Center?

UNIMPORTANT (Could operate as well without)				*VERY IMPORTANT (Could not do without)*
1 (19%)	2 (22%)	3 (29%)	4 (24%)	5 (7%)

c. Have you found the District Coordinator to be ...

Accessable?	55% *YES*	44% *NO*
Helpful?	58% *YES*	42% *NO*
Prompt in responding to requests?	53% *YES*	47% *NO*
Knowledgeable?	55% *YES*	44% *NO*

21. *OVERALL, INCLUDING THE MATERIALS, TRAINING AND TECHNICAL ASSISTANCE, IS YOUR REACTION TO THE BSLC PROGRAM:* (N=167)

VERY UNFAVORABLE				*VERY FAVORABLE*
1 (4%)	2 (8%)	3 (25%)	4 (41%)	5 (28%)

22. *WE'D LIKE TO HAVE YOUR IDEAS ABOUT MODIFICATIONS IN THE MATERIALS, TRAINING, AND TECHNICAL ASSISTANCE. PLEASE MAKE SUGGESTIONS OR COMMENTS HERE:*

END. Thank you very much for your time and cooperation.

BSLC
Learning Center Accomplishment Summary
1978-79

District RESULTS
School
Center Name

This accomplishment summary is to be completed by the staff of the BSLC Center. Any questions about the summary should be directed to your BSLC District Coordinator. The completed summary should be returned to the BSLC District Coordinator before the close of the school year.

1. Is this Center located within a regular classroom setting? Yes 83% No 17% (N = 1479)

2. Did you use BSLC materials last year? Yes 74% No 26% (N = 1486)

3. ☐ **Total** **How many pupils received *any*** BSLC instruction in your center this year? $\bar{x}$ = 23.7, N = 1458, range = 1-603

Is this ☐ **More**, about the ☐ **Same**, or ☐ **Less** than last year? (Check (✓) one, if applicable.†)

Use the total above to answer the following questions (a through h):

_____ a. How many of these pupils received ***any*** BSLC instruction in Reading?

_____ b. How many of these pupils received ***any*** BSLC instruction in Mathematics?

$\bar{x}$ = 1.8 c. How many of these pupils were of limited English-speaking ability?

_____ d. How many of these pupils were special education pupils (i.e., intellectually handicapped, such as EMR, EMH, etc.)?

_____ e. How many of these pupils were transient (i.e., missed a substantial portion of BSLC instruction because they either entered school after the start of BSLC instruction or left school before the completion of BSLC instruction)?

f. How many of these pupils were in each grade level this year?

Grade Level		1	2	3	4	5	6	7	8	9+
Number of Pupils	$\bar{x}$	9.9	13.0	15.4	12.7	12.9	16.2	15.1	14.8	14.4
	N	230	385	453	452	430	333	153	124	75

g. How many of these pupils are in each of the following ethnic categories?

Ethnic Category		**American Indian**	**Black**	**Oriental**	**Spanish Surnamed**
Number of Pupils	$\bar{x}$	3.2	3.0	.25	5.7
	N	838	865	641	953

h. For how many of these pupils was BSLC instruction **remedial** instruction?

$\bar{x}$ = 12.4 Reading (N = 1184)
$\bar{x}$ = 10.0 Mathematics (N = 1029)

For these remedial pupils indicate the number of pupils in each of the following progress categories. If applicable, check (✓) whether this is more, about the same, or less than last year.

Progress Category	**Definition**	**Reading** No. Pupils	More	Same	Less	**Mathematics** No. Pupils	More	Same	Less
Caught Up	Completed or will likely complete all **needed BSLC instruction** this year (i.e., should no longer need remedial instruction in BSLC).	$\bar{x}$ = 4.2 N = 688	☐	☐	☐	$\bar{x}$ = 4.6 N = 588	☐	☐	☐
Catching Up	Will likely complete assigned sections in more than one BSLC Kit* this year.	$\bar{x}$ = 6.3 N = 733	☐	☐	☐	$\bar{x}$ = 6.4 N = 622	☐	☐	☐
Keeping Up	Will likely complete assigned sections in one BSLC Kit* this year.	$\bar{x}$ = 7.9 N = 806	☐	☐	☐	$\bar{x}$ = 6.6 N = 661	☐	☐	☐
Losing Ground	Will **not** likely complete all assigned sections in at least one BSLC Kit* this year.	$\bar{x}$ = 6.3 N = 745	☐	☐	☐	$\bar{x}$ = 4.6 N = 574	☐	☐	☐

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† The phrase *if applicable* means that only those teachers who provided BSLC instruction last year and who can make a comparison should respond by checking one of the words *more, same* or *less*.

* or half of the Basic Reading Skills Kit

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4. Estimate the typical number of minutes per week spent by ***a pupil*** in your Center on **BSLC instruction.** If applicable, check (✓) whether this is more, about the same, or less than last year.

BSLC Reading $\bar{x}$ = 71.9 minutes per week ☐ More ☐ Same ☐ Less (N=1177, r=1-460 min)
BSLC Mathematics $\bar{x}$ = 67.5 minutes per week ☐ More ☐ Same ☐ Less (N=1022, r=1-525 min)

5. Estimate the typical number of minutes per week spent by ***a pupil*** in your Center on **non-BSLC instruction** (i.e., all other reading and mathematics instruction provided by your school throughout the week.) If applicable, check (✓) whether this is more, about the same, or less than last year.

Non-BSLC Reading $\bar{x}$ = 238 minutes per week ☐ More ☐ Same ☐ Less (N=1136, r=1-4000 min)
Non-BSLC Mathematics $\bar{x}$ = 191 minutes per week ☐ More ☐ Same ☐ Less (N=1004, r=1-2180 min)

6. Specify the number of staff in the Center and the typical number of hours per week they spend providing BSLC instruction. (Give the total hours per week, counting each staff member's time separately even if more than one staff member taught simultaneously.) If applicable, check (✓) whether this is more, about the same, or less than last year.

	Reading								**Mathematics**							
	No. Staff	More	Same	Less	Hours/Wk	More	Same	Less	No. Staff	More	Same	Less	Hours/Wk	More	Same	Less
Teacher/Specialist	____	☐	☐	☐	____	☐	☐	☐	____	☐	☐	☐	____	☐	☐	☐
Paid Aide	____	☐	☐	☐	____	☐	☐	☐	____	☐	☐	☐	____	☐	☐	☐
Volunteer	____	☐	☐	☐	____	☐	☐	☐	____	☐	☐	☐	____	☐	☐	☐

7. Give the approximate dates that BSLC instruction began and will end for your Center for this school year. If applicable, check (✓) whether this is earlier, about the same, or later than last year.

		8%	71%	20%	(N = 753)				
Reading:	~~Start~~ End Date ___/___ month day	☐ Earlier	☐ Same	☐ Later	End Date ___/___ month day	☐ Earlier	☐ Same	☐ Later	
Mathematics:	~~Start~~ End Date ___/___ month day	☐ Earlier	☐ Same	☐ Later	End Date ___/___ month day	☐ Earlier	☐ Same	☐ Later	
		8%	72%	19%	(N = 646)				

8. If BSLC instruction began *later* than last year, or later than planned, check (✓) all appropriate reasons.

____ Didn't have the necessary BSLC materials. (What was missing?) ____________________

____ Pupils were not prepared to begin.
____ BSLC planning/orientation was delayed.
____ Identification of BSLC pupils took longer than planned.
____ Organization (or reorganization) of Center took longer than anticipated.
____ Other (describe) ____________________

9. If BSLC instruction ended ***earlier*** than last year, or earlier than planned, check (✓) all appropriate reasons.

____ Pupils finished all needed BSLC instruction earlier than planned.
____ Needed materials were missing or too damaged to use.
92/1506 Couldn't fit BSLC into my schedule.
30/1506 Couldn't match BSLC instruction with my curriculum.
66/1506 Time could be spent better using other instructional material.
____ Other (describe) ____________________

Complete items 10-15 for *each kind of kit* used in the Center.

	Sample	Reading Kits						Mathematics Kits					
		BRS	DS I	DS II	RDS I	RDS II	RDS III	BMS I	BMS II	BMS III	BMS IV	BMS V	BMS VI
10. Number of copies of the kit in the Center	1												
11. Number of pupils who received ANY instruction in the kit	16	$\bar{x}=11$ N=620	$\bar{x}=9$ N=625	$\bar{x}=7$ N=512	$\bar{x}=11$ N=512	$\bar{x}=11$ N=453	$\bar{x}=10$ N=319	$\bar{x}=12$ N=516	$\bar{x}=11$ N=585	$\bar{x}=11$ N=514	$\bar{x}=10$ N=384	$\bar{x}=8$ N=235	$\bar{x}=5$ N=167
12. Number of pupils who completed ALL needed instruction in the kit	9	$\bar{x}=4$ N=534	$\bar{x}=4$ N=521	$\bar{x}=3.3$ N=424	$\bar{x}=4$ N=425	$\bar{x}=4$ N=365	$\bar{x}=5$ N=266	$\bar{x}=7$ N=449	$\bar{x}=6$ N=505	$\bar{x}=5.5$ N=419	$\bar{x}=3.9$ N=313	$\bar{x}=2.8$ N=184	$\bar{x}=1.9$ N=135
13. Estimate the typical pupil time needed to complete the full kit a. hours per week ——→ b. calendar weeks ——→	1½ 32	$\bar{x}=28$ N=376	$\bar{x}=27$ N=343	$\bar{x}=28$ N=280	$\bar{x}=28$ N=286	$\bar{x}=27.8$ N=251	$\bar{x}=26.5$ N=180	$\bar{x}=26.4$ N=304	$\bar{x}=26.7$ N=353	$\bar{x}=26.6$ N=312	$\bar{x}=26.2$ N=208	$\bar{x}=24.8$ N=116	$\bar{x}=24.1$ N=80
14. List the Pupil Attainment Test scores for the kit (from the shaded columns of the Learning Center Record Sheet). The scores will be between 0 and 40.	33 37 34 40 39 25 35 35 30												
15. Rate the kit on each of the following characteristics. Very Poor 1 2 3 4 5 Excellent													
a. Ability to capture pupil interest ——→	3	3.1	3.2	3.2	3.3	3.3	3.3	3.4	3.4	3.4	3.4	3.3	3.3
b. Ease of use ——→	4	3.2	3.5	3.5	3.6	3.7	3.8	3.6	3.6	3.6	3.6	3.7	3.7
c. Comprehensiveness ——→	2	3.2	3.3	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
d. Compatability with your educational goals ——→	3	3.3	3.5	3.5	3.6	3.6	3.6	3.5	3.5	3.6	3.6	3.7	3.6
	N=	590	574	478	469	414	293	483	532	483	352	197	136

16. How were the kits *typically* used in your Center? *(Check one for Reading and one for Mathematics.)*
(N = 1506)

Reading	Mathematics	
45%	36%	Individual self-study
27%	22%	Groups directed by teacher. What was the average size of the group? ______
10%	8%	Groups directed by teacher aide. What was the average size of the group? ______
17%	17%	Tutorial instruction with teacher
9%	8%	Tutorial instruction with aide
--	--	Other (describe) ______

17. How frequently were the BSLC Placement Aid results used in *assigning pupils to specific kits? (Check one for Reading and one for Mathematics.)*

(N=1142) Reading	(N=973) Mathematics	
52%	53%	Used in most cases
12%	10%	Used in about half the cases
11%	12%	Used in a few cases
26%	25%	Were not used

If applicable, check (✓) whether the placement aids were used more, about the same, or less than last year.

Reading	Mathematics
☐ More	☐ More
☐ Same	☐ Same
☐ Less	☐ Less

18. What other procedures, if any, did you use to place pupils for BSLC instruction? *(Check all that apply.)*
(N = 1506)

Reading	Mathematics	
13%	16%	Teacher made tests
26%	21%	Other school testing results
15%	11%	Continued pupils from where they left off last year
49%	43%	Teacher judgment
______	______	Other (describe) ______

19. Rate the *teacher operational and planning materials* for BSLC on each of the following characteristics: *(Circle one rating for each.)*

a. Ease of use	Very Poor	1	2	3	4	5	Excellent	$\bar{x}$=3.5, N=1319
b. Comprehensiveness	Very Poor	1	2	3	4	5	Excellent	$\bar{x}$=3.5, N=1319
c. Compatability with your educational goals	Very Poor	1	2	3	4	5	Excellent	$\bar{x}$=3.6, N=1311

20. Do you plan on using BSLC materials next year? Yes 84% No 16% (N=1352)

If no, why? ______

GENERAL COMMENTS:

CSA/BSLC/SWRL/CSE
CRITERION TEST, SPRING 1979

PUPIL BOOKLET

NAME Survey Results

DATE Spring 1979

SCHOOL

TEACHER

AGE

GRADE

Teacher Section

REGARDING READING:

1. Indicate the last kit and section in which the pupil received instruction. (N=668)
   Kit ________ Section (A, B, C, etc.) ________
2. Indicate the approximate number of minutes per week the pupil was assigned to BSLC reading instruction. $\bar{x}$ = 53.3 minutes per week
3. Indicate the approximate number of minutes per week that the pupil was assigned to non-BSLC reading instruction. $\bar{x}$ = 250 minutes per week

Kit	% Students
I	51.6%
II	29.9%
III	16.8%
IV	1.0%
V	.5%
VI	.4%

4. Indicate the proportion of the assigned BSLC reading time that the pupil spent concentrating on BSLC tasks; that is, stayed "on task." (check one) (N=649)
   - 34.5% nearly all of the assigned time
   - 40.5% about three-fourths of the assigned time
   - 9.2% about one-half of the assigned time
   - 6.5% about one-fourth of the assigned time
   - 7.2% cannot say

5. Indicate the effectiveness of BSLC Reading as a remedial program. (N=80)

Not Effective Very Eff.
1 $\bar{x}$ 2 3 4 5
1.8

REGARDING MATH:

1. Indicate the last kit and section in which the pupil received instruction. (N=587)
   Kit ________ Section (A, B, C, etc.) ________
2. Indicate the approximate number of minutes per week the pupil was assigned to BSLC mathematics instruction. $\bar{x}$ = 70.3 minutes per week
3. Indicate the approximate number of minutes per week that the pupil was assigned to non-BSLC mathematics instruction. $\bar{x}$ = 167.7 minutes per week

Kit	% Students
I	37.8%
II	53.5%
III	6.0%
IV	2.4%
V	3.0%

4. Indicate the proportion of the assigned BSLC mathematics time that the pupil spent concentrating on BSLC tasks; that is, stayed "on task." (check one) (N=626)
   - 37.2% nearly all of the assigned time
   - 32.4% about three-fourths of the assigned time
   - 13.6% about one-half of the assigned time
   - 6.9% about one-fourth of the assigned time
   - 9.9% cannot say

5. Indicate the effectiveness of BSLC Mathematics as a remedial program. (N=78

Not Effective Very Eff.
1 2 3 $\bar{x}$ 4 5
3.7

BEST COPY AVAILABLE

TABLE A

Correlations of SEDL Implementation Survey Spring 1979

	Q14A	Q14B	Q14C	Q14D	Q14E	Q14F	Q14G	Q15	Q16	Q17	Q18A	Q18B	Q18C	Q20A	Q20C	Q21
Q14A	1.000															
Q14B	.731	1.000														
Q14C	.510	.742	1.000													
Q14D	.597	.760	.705	1.000												
Q14E	.648	.735	.679	.751	1.000											
Q14F	.546	.587	.501	.625	.640	1.000										
Q14G	.612	.721	.540	.745	.736	.634	1.000									
Q15	.574	.497	.416	.411	.509	.333	.432	1.000								
Q16	.364	.483	.427	.368	.359	.308	.367	.411	1.000							
Q17	.214	.197	.123	.215	.194	.137	.185	.207	.140	1.000						
Q18A	.420	.420	.369	.345	.441	.322	.383	.235	.130	.282	1.000					
Q18B	.362	.389	.377	.300	.400	.249	.358	.228	.106	.313	.910	1.000				
Q18C	.421	.442	.451	.374	.459	.341	.384	.251	.240	.229	.863	.833	1.000			
Q20A	.114	.065	.063	.080	.124	.080	.124	.052	.100	.271	.168	.141	.072	1.000		
Q20C	.132	.134	.113	.129	.107	.171	.114	.094	.198	.235	.170	.171	.118	.625	1.000	
Q21	.555	.613	.527	.538	.587	.393	.548	.392	.378	.198	.520	.504	.570	.249	.191	1.000
$\bar{X}$	3.659	3.625	3.565	3.566	3.627	3.655	3.515	3.414	.714	3.551	3.805	3.844	3.714	2.530	2.246	
σ	.943	.958	1.125	.969	.917	1.040	1.113	.641	1.259	1.887	1.042	1.091	1.101	1.043	1.160	
N	167	168	168	166	166	165	167	169	177	178	154	154	154	166	134	

TABLE B

Group Performance on Measures of Language Skill Attainment - BEA/BEB; SPA/SPB

		BEA		BEB	
		Fall (N = 790)	Spring (N = 440)	Fall (N = 702)	Spring (N = 419)
Scale 1 (N = 6)	$\bar{x}$	4.5	5.0	4.8	5.0
	S.D.	1.7	1.3	1.5	1.4
Scale 2 (N = 6)	$\bar{x}$	4.0	4.8	4.3	4.7
	S.D.	1.8	1.5	1.8	1.6
Scale 3 (N = 10)	$\bar{x}$	6.6	6.7	6.9	7.0
	S.D.	2.6	2.6	2.7	2.5
Scale 4 (N = 3)	$\bar{x}$	1.3	1.3	1.3	1.5
	S.D.	1.1	1.1	0.8	0.8
Scale 5 (n = 5)	$\bar{x}$	2.5	3.1	2.6	2.9
	S.D.	1.8	1.6	1.8	1.8

		SPA		SPB	
		Fall (N = 443)	Spring (N = 269)	Fall (N = 443)	Spring (N = 231)
Scale 1 (N = 4)	$\bar{x}$	3.7	3.9	3.7	3.8
	S.D.	0.7	0.5	0.7	0.5
Scale 2 (N = 4)	$\bar{x}$	2.2	2.8	2.4	2.8
	S.D.	1.9	1.2	1.2	1.1
Scale 3 (N = 8)	$\bar{x}$	6.6	7.2	6.9	7.3
	S.D.	1.9	1.4	1.9	1.5
Scale 4 (N = 6)	$\bar{x}$	2.7	3.7	2.8	3.4
	S.D.	1.9	2.0	2.0	2.0
Scale 5 (N = 4)	$\bar{x}$	1.3	1.6	1.5	1.7
	S.D.	1.1	1.2	1.3	1.3

TABLE C

Group Performance on Measures of Mathematics Skill Attainment: MTA - MTB

		MTA		MTB	
		Fall (N = 397)	Spring (N = 370)	Fall (N = 402)	Spring (N = 345)
Scale 1 (N=3)	$\bar{x}$	2.1	2.5	2.2	2.4
	S.D.	1.1	0.9	1.1	1.0
Scale 2 (N=3)	$\bar{x}$	2.2	2.5	2.2	2.4
	S.D.	1.0	1.0	1.0	1.0
Scale 3 (N=8)	$\bar{x}$	6.4	7.1	6.9	7.5
	S.D.	1.9	1.5	1.8	1.2
Scale 4 (N=7)	$\bar{x}$	4.8	5.6	5.0	5.6
	S.D.	1.9	1.8	1.9	1.6
Scale 5 (N=3)	$\bar{x}$	2.1	2.4	1.8	2.1
	S.D.	1.0	1.0	1.0	0.9
Scale 6 (N=2)	$\bar{x}$	1.2	1.3	0.9	1.0
	S.D.	0.8	0.8	0.9	0.9
Scale 7 (N=2)	$\bar{x}$	1.2	1.6	1.4	1.6
	S.D.	0.8	0.7	0.8	0.7
Scale 8 (N=2)	$\bar{x}$	0.9	1.1	0.8	1.1
	S.D.	0.7	0.7	0.8	0.8
Scale 9 (N=4)	$\bar{x}$	2.6	2.9	2.5	3.0
	S.D.	1.4	1.2	1.4	1.2

TABLE D

Sub-scale Reliabilities (Alpha) for CSE-Developed Criterion-Referenced Tests

TEST	BEA		BEB	
	Fall (N = 790)	Spring (N = 440)	Fall (N = 702)	Spring (N = 419)
1 (N = 6)	.79	.66	.71	.71
2 (N = 6)	.80	.73	.79	.77
3 (N = 10)	.79	.79	.80	.77
4 (N = 3)	.64	.65	.29	.21
5 (N = 5)	.79	.67	.80	.77

TEST	SPA		SPB	
	Fall (N = 443)	Spring (N = 269)	Fall (N = 443)	Spring (N = 231)
1 (N = 4)	.67	.65	.80	.42
2 (N = 4)	.40	.54	.50	.36
3 (N = 8)	.81	.77	.84	.80
4 (N = 6)	.72	.78	.73	.75
5 (N = 4)	.41	.42	.57	.63

TEST	MTA		MTB	
	Fall (N = 397)	Spring (N = 370)	Fall (N = 402)	Spring (N = 345)
1 (N = 3)	.79	.73	.79	.79
2 (N = 3)	.75	.81	.77	.80
3 (N = 8)	.77	.79	.81	.76
4 (N = 7)	.72	.76	.74	.70
5 (N = 3)	.69	.74	.53	.46
6 (N = 2)	.65	.66	.70	.77
7 (N = 2)	.59	.52	.62	.66
8 (N = 2)	.28	.31	.55	.58
9 (N = 4)	.69	.62	.70	.61

TABLE E

Correlations Among Subtests of the SWRL Reading and Mathematics and CRT's and the CAT Reading and Math Tests

	SWRL R_1	SWRL R_2	SWRL Math	CAT R_1	CAT R_2	CAT R_3	CAT R_4	CAT R_5	CAT R_6	CAT R_7	CAT M_1	CAT M_2
SWRL Reading Skills	1.00											
SWRL Reading Passages	.58	1.00										
SWRL Math	.57	.40	1.00									
CAT Phonics	.73	.45	.52	1.00								
CAT Structural Analysis	.49	.31	.40	.51	1.00							
CAT Vocabulary	.74	.52	.49	.73	.50	1.00						
CAT Comprehension	.71	.50	.48	.67	.52	.72	1.00					
CAT Spelling	.63	.38	.47	.63	.48	.60	.57	1.00				
CAT Language 1	.53	.42	.51	.55	.51	.53	.54	.57	1.00			
CAT Language 2	.70	.52	.47	.69	.46	.70	.70	.55	.58	1.00		
CAT Mathematics 1	.81	.38	.02	.09	.06	.08	.06	.11	.04	.07	1.00	
CAT Mathematics 2	-.05	-.12	-.03	-.05	-.11	-.05	-.06	-.09	-.09	-.04	-.01	1.00

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ITY          CAT Spring Math/SWRL                                  08/02/79          PAGE     9
NAME     (CREATION DATE = 08/02/79)
******R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( A              )*********

                                    MEANS                 STD DEV                CASES

     1.       SH1                  0.10086               0.30137                 694.0
     2.       SH2                  0.01441               0.11926                 694.0
     3.       SH3                  0.07925               0.27032                 694.0
     4.       SH4                  0.01873               0.13567                 694.0
     5.       SH5                  0.06772               0.25145                 694.0
     6.       SH6                  0.03314               0.17913                 694.0
     7.       SH7                  0.92219               0.26807                 694.0
     8.       SH8                  0.01585               0.12499                 694.0
     9.       SH9                  0.88329               0.32131                 694.0
    10.       SH10                 0.02017               0.14069                 694.0
    11.       SH11                 0.06484               0.24642                 694.0
    12.       SH12                 0.01297               0.11322                 694.0
    13.       SH13                 0.87320               0.33299                 694.0
    14.       SH14                 0.06628               0.24895                 694.0
    15.       SH15                 0.06196               0.24126                 694.0
    16.       SH16                 0.05476               0.22767                 694.0
    17.       SH17                 0.06052               0.23862                 694.0
    18.       SH18                 0.03746               0.19003                 694.0
    19.       SH19                 0.01585               0.12499                 694.0
    20.       SH20                 0.70029               0.45846                 694.0
    21.       SH21                 0.09222               0.28954                 694.0
    22.       SH22                 0.83718               0.36947                 694.0
    23.       SH23                 0.05043               0.21899                 694.0
    24.       SH24                 0.02161               0.14552                 694.0
    25.       SH25                 0.04755               0.21297                 694.0
    26.       SH26                 0.79971               0.40050                 694.0
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ILITY
                                                                          08/02/79          PAGE   15
 NONAME    (CREATION DATE = 08/02/79)
* * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( A G          )* * * * * * *

                                       MEANS                    STD DEV                 CASES

        1.       SI1                 0.09222                  0.28954                  694.0
        2.       SI2                 0.94380                  0.23047                  694.0
        3.       SI3                 0.02450                  0.15469                  694.0
        4.       SI4                 0.00144                  0.03796                  694.0
        5.       SI5                 0.79395                  0.40476                  694.0
        6.       SI6                 0.00865                  0.09265                  694.0
        7.       SI7                 0.04755                  0.21297                  694.0
        8.       SI8                 0.02450                  0.15469                  694.0
        9.       SI9                 0.02305                  0.15019                  694.0
       10.       SI10                0.92219                  0.26807                  694.0
       11.       SI11                0.07205                  0.25875                  694.0
       12.       SI12                0.86744                  0.33935                  694.0
       13.       SI13                0.05764                  0.23322                  694.0
       14.       SI14                0.04323                  0.20352                  694.0
       15.       SI15                0.04611                  0.20987                  694.0
       16.       SI16                0.01873                  0.13567                  694.0
       17.       SI17                0.02882                  0.16742                  694.0
       18.       SI18                0.01297                  0.11322                  694.0
       19.       SI19                0.81700                  0.38694                  694.0
       20.       SI20                0.04323                  0.20352                  694.0
       21.       SI21                0.73199                  0.44324                  694.0
       22.       SI22                0.17147                  0.37719                  694.0
       23.       SI23                0.04899                  0.21601                  694.0
       24.       SI24                0.84438                  0.36276                  694.0
       25.       SI25                0.06916                  0.25392                  694.0
       26.       SI26                0.10231                  0.30327                  694.0
       27.       SI27                0.00865                  0.09265                  694.0
       28.       SI28                0.18156                  0.38576                  694.0
       29.       SI29                0.05908                  0.23594                  694.0
       30.       SI30                0.11816                  0.32303                  694.0
       31.       SI31                0.05043                  0.21899                  694.0
       32.       SI32                0.01729                  0.13045                  694.0
       33.       SI33                0.15274                  0.35999                  694.0
       34.       SI34                0.75504                  0.43037                  694.0
       35.       SI35                0.12392                  0.32973                  694.0
       36.       SI36                0.03026                  0.17142                  694.0
       37.       SI37                0.02882                  0.16742                  694.0
       38.       SI38                0.23919                  0.42690                  694.0
       39.       SI39                0.05620                  0.23047                  694.0
       40.       SI40                0.66715                  0.47157                  694.0
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CAT Spring Reading/SWRL

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RELIABILITY                                                                 08/01/79        PAGE
FILE     NONAME     (CREATION DATE = 08/01/79)
* * * * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( A L           ) * * * *

                                        MEANS                 STD DEV                CASES

               1.      SA1             0.81097                0.39172                1021.0
               2.      SA2             0.75416                0.43079                1021.0
               3.      SA3             0.76200                0.42607                1021.0
               4.      SA4             0.71499                0.45164                1021.0
               5.      SA5             0.82272                0.38209                1021.0
               6.      SA6             0.81489                0.38858                1021.0
               7.      SA7             0.70323                0.45706                1021.0
               8.      SA8             0.73457                0.44178                1021.0
               9.      SA9             0.78942                0.40792                1021.0
              10.      SA10            0.78355                0.41203                1021.0
              11.      SA11            0.77669                0.41667                1021.0
              12.      SA12            0.76983                0.42115                1021.0
              13.      SA13            0.80901                0.39327                1021.0
              14.      SA14            0.79922                0.40078                1021.0
              15.      SA15            0.79236                0.40582                1021.0
              16.      SA16            0.83056                0.37533                1021.0
              17.      SA17            0.75416                0.43079                1021.0
              18.      SA18            0.50539                0.50022                1021.0
              19.      SA19            0.73849                0.43967                1021.0
              20.      SA20            0.47502                0.49962                1021.0
              21.      SA21            0.59941                0.49026                1021.0
              22.      SA22            0.64447                0.47891                1021.0
              23.      SA23            0.68952                0.46292                1021.0
              24.      SA24            0.75024                0.43308                1021.0
              25.      SA25            0.58766                0.49250                1021.0
              26.      SA26            0.55240                0.49749                1021.0
              27.      SA27            0.59941                0.49026                1021.0
              28.      SA28            0.45935                0.49859                1021.0
              29.      SA29            0.71792                0.45023                1021.0
              30.      SA30            0.64643                0.47831                1021.0
              31.      SA31            0.55240                0.49749                1021.0
              32.      SA32            0.60431                0.48924                1021.0
              33.      SA33            0.64251                0.47950                1021.0
              34.      SA34            0.55044                0.49769                1021.0
              35.      SA35            0.63957                0.48036                1021.0
              36.      SA36            0.60333                0.48945                1021.0
              37.      SA37            0.53281                0.49917                1021.0
```

```
                                                                        08/01/79          PAGE   17
E    (CREATION DATE = 08/01/79)
* * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( A 0                  ) * * * * * * * * *

                                       MEANS                   STD DEV                 CASES

      1.       SC1                    0.87953                 0.32567                 1021.0
      2.       SC2                    0.61117                 0.48772                 1021.0
      3.       SC3                    0.88149                 0.32337                 1021.0
      4.       SC4                    0.84231                 0.36463                 1021.0
      5.       SC5                    0.86680                 0.33996                 1021.0
      6.       SC6                    0.87659                 0.32907                 1021.0
      7.       SC7                    0.59452                 0.49123                 1021.0
      8.       SC8                    0.89716                 0.30390                 1021.0
      9.       SC9                    0.57101                 0.49517                 1021.0
     10.       SC10                   0.82762                 0.37790                 1021.0
     11.       SC11                   0.73555                 0.44125                 1021.0
     12.       SC12                   0.85994                 0.34722                 1021.0
     13.       SC13                   0.60823                 0.48839                 1021.0
     14.       SC14                   0.55632                 0.49706                 1021.0
     15.       SC15                   0.80215                 0.39857                 1021.0
     16.       SC16                   0.56709                 0.49572                 1021.0
     17.       SC17                   0.82958                 0.37619                 1021.0
     18.       SC18                   0.45642                 0.49834                 1021.0
     19.       SC19                   0.88737                 0.31630                 1021.0
     20.       SC20                   0.54261                 0.49843                 1021.0
     21.       SC21                   0.60921                 0.48817                 1021.0
     22.       SC22                   0.76200                 0.42607                 1021.0
     23.       SC23                   0.66308                 0.47289                 1021.0
     24.       SC24                   0.70225                 0.45749                 1021.0
     25.       SC25                   0.53575                 0.49896                 1021.0
     26.       SC26                   0.69931                 0.45878                 1021.0
     27.       SC27                   0.41430                 0.49284                 1021.0
     28.       SC28                   0.62586                 0.48414                 1021.0
     29.       SC29                   0.48972                 0.50014                 1021.0
     30.       SC30                   0.40744                 0.49160                 1021.0
     31.       SC31                   0.37316                 0.48388                 1021.0
     32.       SC32                   0.40157                 0.49046                 1021.0
     33.       SC33                   0.27914                 0.44880                 1021.0
```

```
                                                                        07/16/79          PAGE      3
BATCH SYSTEM
  NCNAME   (CREATION DATE = 07/16/79)
* * * * * * * * RELIABILITY  ANALYSIS  FOR  SCALE  (MTA1                  ) * * * * * *

               1.       ITEM1
               2.       ITEM2
               3.       ITEM3
```

Fall MTA

```
                                          MEANS               STD DEV                  CASES

               1.       ITEM1            0.72292              0.44812                  397.0
               2.       ITEM2            0.68766              0.46403                  397.0
               3.       ITEM3            0.72544              0.44686                  397.0


               CORRELATION MATRIX

          ITEM1          ITEM2          ITEM3

11        1.00000
/2        0.55128        1.00000
13        0.52711        0.60837        1.00000


    # CF CASES =      397.0

ISTICS FOR                 MEAN          VARIANCE        STD DEV     # VARIABLES
      SCALE              2.13602          1.30973        1.14444           3

-TOTAL STATISTICS            SCALE           SCALE         CORRECTED
                             MEAN          VARIANCE          ITEM-          SQUARED           ALPHA
                            IF ITEM         IF ITEM          TOTAL          MULTIPLE          IF ITEM
                            DELETED         DELETED       CORRELATION      CORRELATION        DELETED

               ITEM1        1.41310         0.66730         0.60320         0.36448          0.75617
               ITEM2        1.44836         0.61159         0.66522         0.44567          0.69034
               ITEM3        1.41058         0.64666         0.64480         0.42217          0.71295
```

```
BATCH SYSTEM                                                                          07/16/79          PAGE    4
 ACNAME    (CREATION DATE = 07/16/79)
* * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( M T A 2          ) * * * * * * *

               1.        ITEM4
               2.        ITEM5
               3.        ITEM6

                                           MEANS                    STD DEV                   CASES

               1.        ITEM4            0.76826                  0.42247                   397.0
               2.        ITEM5            0.70529                  0.45649                   397.0
               3.        ITEM6            0.75567                  0.43023                   397.0


               CORRELATION MATRIX

          ITEM4          ITEM5          ITEM6

           1.00000
5          0.41753        1.00000
6          0.59076        0.50677        1.00000


     # OF CASES =        397.0

ISTICS FOR              MEAN          VARIANCE          STD DEV       # VARIABLES
      SCALE           2.22922         1.14682          1.07090              3

-TOTAL STATISTICS              SCALE           SCALE         CORRECTED
                               MEAN           VARIANCE        ITEM-          SQUARED            ALPHA
                             IF ITEM          IF ITEM         TOTAL          MULTIPLE          IF ITEM
                             DELETED          DELETED       CORRELATION     CORRELATION        DELETED

               ITEM4         1.46096          0.59254        0.57778         0.36777           0.67188
               ITEM5         1.52393          0.57834        0.51865         0.27826           0.74266
               ITEM6         1.47355          0.54791        0.64970         0.43094           0.58785


      RELIABILITY COEFFICIENTS                  3   ITEMS

      ALPHA =    0.75189             STANDARDIZED ITEM ALPHA =    0.75374
```

ISB
fall

```
SPSS BATCH SYSTEM                                                                                07/16/79          PAGE
FILE     NCNAME    (CREATION DATE = 07/16/79)
* * * * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( M T A 3                   ) * * *
                        1.      ITEM7
                        2.      ITEM8
                        3.      ITEM9
                        4.      ITEM10
                        5.      ITEM11
                        6.      ITEM12
                        7.      ITEM13
                        8.      ITEM14

                                                    MEANS                  STD DEV                  CASES
                        1.      ITEM7              0.92695                 0.26054                  397.0
                        2.      ITEM8              0.93199                 0.25208                  397.0
                        3.      ITEM9              0.90176                 0.29801                  397.0
                        4.      ITEM10             0.81360                 0.38992                  397.0
                        5.      ITEM11             0.79597                 0.40350                  397.0
                        6.      ITEM12             0.82620                 0.37942                  397.0
                        7.      ITEM13             0.58690                 0.49301                  397.0
                        8.      ITEM14             0.69018                 0.46300                  397.0

                     CORRELATION MATRIX

                ITEM7       ITEM8       ITEM9       ITEM10      ITEM11      ITEM12      ITEM13      ITEM14
ITEM7          1.00000
ITEM8          0.42400     1.00000
ITEM9          0.33015     0.38145     1.00000
ITEM10         0.23849     0.38453     0.29839     1.00000
ITEM11         0.31426     0.28529     0.29491     0.36758     1.00000
ITEM12         0.38215     0.35135     0.38462     0.37789     0.64200     1.00000
ITEM13         0.15767     0.13911     0.16957     0.26838     0.22264     0.20920     1.00000
ITEM14         0.29338     0.20846     0.30961     0.30875     0.30959     0.41144     0.33397     1.0000
```

MTA3 Data

✓

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PSS BATCH SYSTEM                                                                                07/16/79            PAGE    7
ILE     NCNAME    (CREATION DATE = 07/16/79)

* * * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( M T A 4                    ) * * * * *

                     1.       ITEM15
                     2.       ITEM16
                     3.       ITEM17
                     4.       ITEM18
                     5.       ITEM19
                     6.       ITEM20
                     7.       ITEM21

                                                  MEANS                 STD DEV                  CASES

                     1.       ITEM15            0.88161                 0.32347                  397.0
                     2.       ITEM16            0.89169                 0.31117                  397.0
                     3.       ITEM17            0.73300                 0.44295                  397.0
                     4.       ITEM18            0.66499                 0.47259                  397.0
                     5.       ITEM19            0.59698                 0.49112                  397.0
                     6.       ITEM20            0.49118                 0.50055                  397.0
                     7.       ITEM21            0.58942                 0.49256                  397.0

                    CORRELATION MATRIX

              ITEM15      ITEM16      ITEM17      ITEM18      ITEM19      ITEM20      ITEM21
TEM15        1.00000
TEM16        0.59984     1.00000
TEM17        0.34281     0.41257     1.00000
TEM18        0.18591     0.21628     0.30748     1.00000
TEM19        0.15988     0.20936     0.37470     0.37425     1.00000
TEM20        0.11051     0.16409     0.22853     0.19565     0.31422     1.00000
TEM21        0.15378     0.18692     0.31804     0.17784     0.38945     0.41034     1.00000
```

MTB
Joe

```
S BATCH SYSTEM                                                                          07/16/79          PAGE      9
E   NCNAME    (CREATION DATE = 07/16/79)
* * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( M T A S              ) * * * * * *
                    1.      ITEM22
                    2.      ITEM23
                    3.      ITEM24

                                                       MEANS                    STD DEV                  CASES
                    1.      ITEM22                    0.73552                  0.44161                  397.0
                    2.      ITEM23                    0.73804                  0.44026                  397.0
                    3.      ITEM24                    0.65995                  0.47432                  397.0


                    CORRELATION MATRIX

            ITEM22        ITEM23        ITEM24

M22        1.00000
M23        0.52595       1.00000
M24        0.36522       0.38255       1.00100


      # OF CASES =       397.0

ISTICS FOR                     MEAN          VARIANCE          STD DEV     # VARIABLES
    SCALE                    2.13350          1.13112          1.06354            3
-TOTAL-STATISTICS                  SCALE            SCALE         CORRECTED
                                   MEAN            VARIANCE         ITEM-           SQUARED                 ALPHA
                                  IF ITEM          IF ITEM          TOTAL          MULTIPLE                IF ITEM
                                  DELETED          DELETED       CORRELATION      CORRELATION              DELETED

                    ITEM22        1.39798          0.57858         0.53216         0.30813                 0.55229
                    ITEM23        1.39547          0.57301         0.54654         0.31848                 0.53403
                    ITEM24        1.47355          0.59336         0.42802         0.18353                 0.68934

      RELIABILITY COEFFICIENTS                 3  ITEMS

      ALPHA =    0.68599          STANDARDIZED ITEM ALPHA =   0.68881
```

INTB
goal

```
                                                         07/16/79          PAGE    10
 SYSTEM
AME    (CREATION DATE = 07/16/79)
                                                                  (MTA6            ) * * * * * * * * *
* * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E

         1.      ITEM25
         2.      ITEM26
                                  MEANS                  STD DEV                CASES

         1.      ITEM25          0.68010                 0.46703                 397.0
         2.      ITEM26          0.49370                 0.50059                 397.0


         CORRELATION MATRIX

     ITEM25        ITEM26

      1.00000
      0.48283       1.00000


 OF CASES =       397.0

CS FOR            MEAN          VARIANCE          STD DEV       # VARIABLES
  SCALE          1.17380         0.69446          0.83334             2

AL STATISTICS          SCALE           SCALE         CORRECTED
                       MEAN          VARIANCE          ITEM-         SQUARED          ALPHA
                      IF ITEM         IF ITEM          TOTAL         MULTIPLE        IF ITEM
                      DELETED         DELETED       CORRELATION     CORRELATION      DELETED

          ITEM25      0.49370         0.25059         0.48283         0.23312       99.00000
          ITEM26      0.68010         0.21811         0.48283         0.23312       99.00000


 RELIABILITY COEFFICIENTS              2 ITEMS

 ALPHA =   0.65017            STANDARDIZED ITEM ALPHA =  0.65122
```

HTB

1475
Jan

```
PSS BATCH SYSTEM                                                                        07/16/79         PAGE  11
ILE    NCNAME    (CREATION DATE = 07/16/79)
* * * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( M T A 7          ) * * * * *
                     1.      ITEM27
                     2.      ITEM28

                                                  MEANS                 STD DEV                     CASES

                     1.      ITEM27               0.69521               0.46090                     397.0
                     2.      ITEM28               0.55164               0.49795                     397.0

                    CORRELATION MATRIX

              ITEM27        ITEM28

TEM27         1.00000

TEM28         0.41534       1.00000


        # OF CASES =       397.0

TATISTICS FOR              MEAN          VARIANCE          STD DEV     # VARIABLES
          SCALE            1.24685        0.65103          0.80687            2

TEM-TOTAL STATISTICS                 SCALE          SCALE       CORRECTED
                                     MEAN          VARIANCE       ITEM-          SQUARED              ALPHA
                                    IF ITEM        IF ITEM        TOTAL          MULTIPLE            IF ITEM
                                    DELETED        DELETED     CORRELATION     CORRELATION           DELETED

                    ITEM27          0.55164        0.24796       0.41534         0.17251            99.00000
                    ITEM28          0.69521        0.21243       0.41534         0.17251            99.00000

         RELIABILITY COEFFICIENTS                 2  ITEMS

         ALPHA =   0.58568          STANDARDIZED ITEM ALPHA =  0.58691
```

BEST COPY AVAILABLE

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                                                                       07/16/79        PAGE   12
ACH SYSTEM

CAANE     (CREATION DATE = 07/16/79)

* * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( M T A B         ) * * * * * * * *

              1.       ITEM29
              2.       ITEM30

                                          MEANS                  STD DEV                 CASES

              1.       ITEM29            0.31234                0.46403                  397.0
              2.       ITEM30            0.58186                0.49388                  397.0


              CORRELATION MATRIX

         ITEM29       ITEM30

         1.00000

         0.16362      1.00000


# OF CASES =        397.0

ICS FOR                  MEAN          VARIANCE        STD DEV      # VARIABLES
    SCALE              0.89421          0.53423        0.73091             2

TAL STATISTICS               SCALE             SCALE        CORRECTED
                             MEAN            VARIANCE        ITEM-          SQUARED            ALPHA
                            IF ITEM           IF ITEM        TOTAL          MULTIPLE          IF ITEM
                            DELETED           DELETED      CORRELATION     CORRELATION        DELETED

              ITEM29        0.58186           0.24391        0.16362         0.02677          99.00000
              ITEM30        0.31234           0.21533        0.16362         0.02677          99.00000


     RELIABILITY COEFFICIENTS              2  ITEMS

     ALPHA =  0.28075          STANDARDIZED ITEM ALPHA =  0.28122
```

MSB
Table

Mat B
Jone

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SS BATCH SYSTEM                                                                        07/16/79         PAGE  13
LE    NCNAME    (CREATION DATE = 07/16/79)
* * * * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( M T A 9            ) * * * * * *

                    1.       ITEM31
                    2.       ITEM32
                    3.       ITEM33
                    4.       ITEM34

                                               MEANS                  STD DEV                 CASES

                    1.       ITEM31           0.67003                0.47080                 397.0
                    2.       ITEM32           0.64987                0.47761                 397.0
                    3.       ITEM33           0.71033                0.45418                 397.0
                    4.       ITEM34           0.58942                0.49256                 397.0

                 CORRELATION MATRIX

             ITEM31        ITEM32        ITEM33        ITEM34

EM31        1.00000
EM32        0.28226       1.00000
EM33        0.26044       0.42765       1.00000
EM34        0.27457       0.38568       0.52809       1.00000

      # OF CASES =       397.0

ATISTICS FOR               MEAN         VARIANCE        STD DEV     # VARIABLES
      SCALE               2.61965        1.86759        1.36660          4

EM-TOTAL STATISTICS
                                   SCALE          SCALE        CORRECTED
                                    MEAN        VARIANCE         ITEM-          SQUARED            ALPHA
                                  IF ITEM        IF ITEM         TOTAL          MULTIPLE          IF ITEM
                                  DELETED        DELETED      CORRELATION     CORRELATION         DELETED

                    ITEM31        1.94962        1.28028        0.34321         0.11913          0.70681
                    ITEM32        1.96977        1.14555        0.48312         0.24010          0.62198
                    ITEM33        1.90932        1.12812        0.55264         0.34318          0.57938
                    ITEM34        2.03023        1.07989        0.53246         0.32212          0.58874
```

fall
MTB

```
S BATCH SYSTEM                                                                    07/16/79          PAGE   17
E   NCNAME     (CREATION DATE = 07/16/79)
* * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( M T B            ) * * * * * *

                                              MEANS                   STD DEV                CASES

         1.        ITEM1                     0.72388                  0.44763                402.0
         2.        ITEM2                     0.71891                  0.45009                402.0
         3.        ITEM3                     0.73632                  0.44118                402.0
         4.        ITEM4                     0.81343                  0.39005                402.0
         5.        ITEM5                     0.63930                  0.48080                402.0
         6.        ITEM6                     0.77363                  0.41900                402.0
         7.        ITEM7                     0.93284                  0.25062                402.0
         8.        ITEM8                     0.92289                  0.26711                402.0
         9.        ITEM9                     0.87065                  0.33601                402.0
        10.        ITEM10                    0.86070                  0.34669                402.0
        11.        ITEM11                    0.89552                  0.30626                402.0
        12.        ITEM12                    0.83333                  0.37314                402.0
        13.        ITEM13                    0.77861                  0.41570                402.0
        14.        ITEM14                    0.75622                  0.42990                402.0
        15.        ITEM15                    0.86816                  0.33874                402.0
        16.        ITEM16                    0.89303                  0.30945                402.0
        17.        ITEM17                    0.72139                  0.44887                402.0
        18.        ITEM18                    0.79851                  0.40161                402.0
        19.        ITEM19                    0.61692                  0.48674                402.0
        20.        ITEM20                    0.59453                  0.49160                402.0
        21.        ITEM21                    0.47761                  0.50012                402.0
        22.        ITEM22                    0.78358                  0.41232                402.0
        23.        ITEM23                    0.72139                  0.44887                402.0
        24.        ITEM24                    0.31841                  0.46644                402.0
        25.        ITEM25                    0.45025                  0.49814                402.0
        26.        ITEM26                    0.47264                  0.49987                402.0
        27.        ITEM27                    0.78856                  0.40884                402.0
        28.        ITEM28                    0.60448                  0.48957                402.0
        29.        ITEM29                    0.52488                  0.50000                402.0
        30.        ITEM30                    0.32338                  0.46835                402.0
        31.        ITEM31                    0.61443                  0.48734                402.0
        32.        ITEM32                    0.64925                  0.47780                402.0
        33.        ITEM33                    0.67413                  0.46928                402.0
        34.        ITEM34                    0.61194                  0.48792                402.0
```

Spring

SP MTA

```
TCH SYSTEM                                                              07/13/79        PAGE     3
NCNAME    (CREATION DATE = 07/13/79)
* * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( M T A 1          ) * * * * * * *

           1.       ITEM1
           2.       ITEM2
           3.       ITEM3

                                           MEANS                STD DEV               CASES

           1.       ITEM1                0.83784              0.36910                 370.0
           2.       ITEM2                0.80000              0.40054                 370.0
           3.       ITEM3                0.84324              0.36406                 370.0


           CORRELATION MATRIX

       ITEM1          ITEM2          ITEM3

       1.00000

       0.60492        1.00000

       0.43551        0.39771        1.00000


 # OF CASES =      370.0

TICS FOR               MEAN         VARIANCE        STD DEV      # VARIABLES
     SCALE          2.48108          0.84110        0.91712               3

OTAL STATISTICS          SCALE         SCALE        CORRECTED
                          MEAN        VARIANCE        ITEM-          SQUARED            ALPHA
                        IF ITEM       IF ITEM         TOTAL          MULTIPLE          IF ITEM
                        DELETED       DELETED      CORRELATION     CORRELATION         DELETED

           ITEM1        1.64324       0.40897        0.62681         0.41106           0.56723
           ITEM2        1.68108       0.38582        0.59256         0.38817           0.60673
           ITEM3        1.63784       0.47553        0.46411         0.21810           0.75226


 RELIABILITY COEFFICIENTS               3  ITEMS

 ALPHA =   0.73456         STANDARDIZED ITEM ALPHA =   0.73421
```

```
NAME    (CREATION DATE = 07/13/79)                                    07/13/79        PAGE    4
* * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E  (M T A 2          ) * * * * * * * *
          1.       ITEM4
          2.       ITEM5
          3.       ITEM6

                                        MEANS                  STD DEV                  CASES
          1.       ITEM4               0.86757                 0.33942                  370.0
          2.       ITEM5               0.78919                 0.40844                  370.0
          3.       ITEM6               0.82703                 0.37874                  370.0

          CORRELATION MATRIX

     ITEM4          ITEM5          ITEM6

     1.00000

     0.56046        1.00000

     0.64350        0.58703        1.00000

OF CASES =       370.0

 FOR
 SCALE            MEAN          VARIANCE         STD DEV      # VARIABLES
                2.48378          0.92792         0.96329                3
 STATISTICS
                         SCALE           SCALE         CORRECTED
                         MEAN           VARIANCE         ITEM-          SQUARED            ALPHA
                        IF ITEM         IF ITEM          TOTAL          MULTIPLE          IF ITEM
                        DELETED         DELETED       CORRELATION     CORRELATION         DELETED
          ITEM4         1.61622         0.49188         0.67389         0.46502           0.73846
          ITEM5         1.69459         0.42409         0.63352         0.40159           0.78023
          ITEM6         1.55675         0.43742         0.69277         0.49881           0.71050

RELIABILITY COEFFICIENTS            3 ITEMS

ALPHA =   0.81223          STANDARDIZED ITEM ALPHA =   0.81631
```

Spread Math

Spring
MTA

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BATCH SYSTEM                                                                      07/13/79         PAGE    5
  NONAME    (CREATION DATE = 07/13/79)
* * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( M T A 3          ) * * * * * *
               1.     ITEM7
               2.     ITEM8
               3.     ITEM9
               4.     ITEM10
               5.     ITEM11
               6.     ITEM12
               7.     ITEM13
               8.     ITEM14

                                          MEANS                    STD DEV                 CASES

               1.     ITEM7              0.95405                  0.20965                 370.0
               2.     ITEM8              0.96216                  0.19106                 370.0
               3.     ITEM9              0.93243                  0.25134                 370.0
               4.     ITEM10             0.90270                  0.29676                 370.0
               5.     ITEM11             0.91081                  0.28540                 370.0
               6.     ITEM12             0.91622                  0.27744                 370.0
               7.     ITEM13             0.73514                  0.44186                 370.0
               8.     ITEM14             0.80811                  0.39432                 370.0


              CORRELATION MATRIX

          ITEM7       ITEM8       ITEM9       ITEM10      ITEM11      ITEM12      ITEM13      ITEM14

          1.00000

          0.70069     1.00000

          0.50665     0.62381     1.00000

0         0.40709     0.45065     0.34762     1.00000

1         0.42954     0.43493     0.33133     0.40921     1.00000

2         0.39956     0.50241     0.42382     0.36153     0.62411     1.00000

3         0.24858     0.20197     0.20445     0.19561     0.30643     0.21641     1.00000

4         0.31922     0.33501     0.33367     0.32635     0.30504     0.29853     0.32966     1.00000
```

```
* * * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( M T A A                       ) * * * * *

                  1.      ITEM15
                  2.      ITEM16
                  3.      ITEM17
                  4.      ITEM18
                  5.      ITEM19
                  6.      ITEM20
                  7.      ITEM21

                                              MEANS                   STD DEV                   CASES

                  1.      ITEM15             0.94865                 0.22101                   370.0
                  2.      ITEM16             0.92973                 0.25595                   370.0
                  3.      ITEM17             0.80811                 0.39432                   370.0
                  4.      ITEM18             0.79189                 0.40650                   370.0
                  5.      ITEM19             0.67838                 0.46773                   370.0
                  6.      ITEM20             0.65946                 0.47453                   370.0
                  7.      ITEM21             0.74054                 0.43893                   370.0


                CORRELATION MATRIX

           ITEM15       ITEM16       ITEM17       ITEM18       ITEM19       ITEM20       ITEM21

M15       1.00000
M16       0.51093      1.00000
M17       0.22869      0.40307      1.00000
M18       0.18237      0.14558      0.32502      1.00000
M19       0.12817      0.28609      0.38445      0.38819      1.00000
M20       0.14280      0.29332      0.38846      0.32001      0.48199      1.00000
M21       0.14164      0.27149      0.33787      0.24334      0.43725      0.52445      1.00000
```

Spring [illegible]

```
  NONAME    (CREATION DATE = 07/13/79)

* * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( M T A S           ) * * * * * * *

                 1.       ITEM22
                 2.       ITEM23
                 3.       ITEM24

                                                MEANS                 STD DEV               CASES

                 1.       ITEM22              0.83243               0.37399               370.0
                 2.       ITEM23              0.82162               0.38335               370.0
                 3.       ITEM24              0.73243               0.44329               370.0

                 CORRELATION MATRIX

          ITEM22         ITEM23         ITEM24

2         1.00000

3         0.58486        1.00000

4         0.46442        0.45196        1.00000

    # OF CASES =       370.0

STICS FOR              MEAN         VARIANCE          STD DEV      # VARIABLES
      SCALE          2.38649         0.95862          0.97909           3

TOTAL STATISTICS                SCALE            SCALE         CORRECTED
                                MEAN           VARIANCE          ITEM-          SQUARED            ALPHA
                               IF ITEM          IF ITEM          TOTAL         MULTIPLE           IF ITEM
                               DELETED          DELETED       CORRELATION     CORRELATION         DELETED

                  ITEM22       1.55405          0.49707          0.61001         0.39237          0.61805
                  ITEM23       1.56486          0.49036          0.59846         0.38352          0.62806
                  ITEM24       1.65405          0.45452          0.51462         0.26512          0.73791

    RELIABILITY COEFFICIENTS                3  ITEMS

    ALPHA =    0.74371              STANDARDIZED ITEM ALPHA =  0.75031
```

```
NAME    (CREATION DATE = 07/13/79)                                                        07/13/79          PAGE   10
* * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( M T A 5                    ) * * * * * * * * * *
          1.        ITEM25
          2.        ITEM26

                                            MEANS                     STD DEV                    CASES
          1.        ITEM25                 0.73784                    0.44041                    370.0
          2.        ITEM26                 0.60000                    0.49056                    370.0

        CORRELATION MATRIX

    ITEM25      ITEM26

    1.00000

    0.49171     1.00000

OF CASES =      370.0

 FOR              MEAN          VARIANCE         STD DEV      # VARIABLES
  SCALE          1.33784         0.64707         0.80441              2

 STATISTICS                   SCALE            SCALE         CORRECTED
                              MEAN           VARIANCE          ITEM-            SQUARED            ALPHA
                             IF ITEM          IF ITEM          TOTAL            MULTIPLE          IF ITEM
                             DELETED          DELETED       CORRELATION       CORRELATION         DELETED

           ITEM25            0.60000          0.24065         0.49171           0.24178          99.00000
           ITEM26            0.73784          0.19396         0.49171           0.24178          99.00000

RELIABILITY COEFFICIENTS                    2  ITEMS

ALPHA =  0.65670             STANDARDIZED ITEM ALPHA =  0.65926
```

```
BATCH SYSTEM
  NONAME    (CREATION DATE = 07/13/79)                                            07/13/79          PAGE   11
* * * * * * * * RELIABILITY  ANALYSIS  FOR  SCALE  (MTA7                                   ) * * * * * *
                 1.      ITEM27
                 2.      ITEM28

                                              MEANS                  STD DEV                  CASES
                 1.      ITEM27              0.86486               0.34233                  370.0
                 2.      ITEM28              0.70000               0.45888                  370.0

              CORRELATION MATRIX

          ITEM27        ITEM28

27       1.00000

28       0.36228       1.00000

    # OF CASES =       370.0

STICS FOR               MEAN          VARIANCE          STD DEV       # VARIABLES
      SCALE           1.56486          0.44158          0.66452                2
TOTAL STATISTICS
                               SCALE          SCALE        CORRECTED
                               MEAN         VARIANCE         ITEM-          SQUARED
                              IF ITEM        IF ITEM         TOTAL          MULTIPLE          ALPHA
                              DELETED        DELETED      CORRELATION     CORRELATION      IF ITEM
                                                                                           DELETED
               ITEM27         0.70000        0.21057        0.36228         0.13125        99.00000
               ITEM28         0.86486        0.11719        0.36228         0.13125        99.00000

     RELIABILITY COEFFICIENTS                 2 ITEMS

     ALPHA =  0.51552            STANDARDIZED ITEM ALPHA =   0.53188
```

```
EM                                                                07/13/79        PAGE   12
 (CREATION DATE = 07/13/79)
 * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( M T A B            ) * * * * * * * * * *
    1.      ITEM29
    2.      ITEM30

                                    MEANS                    STD DEV                  CASES

    1.      ITEM29                 0.43514                  0.49645                  370.0
    2.      ITEM30                 0.71081                  0.45400                  370.0

   CORRELATION MATRIX

TEM29      ITEM30

1.00000

0.18709     1.00000

ASES =     370.0

              MEAN          VARIANCE           STD DEV       # VARIABLES
LE          1.14595          0.53691          0.73274               2

ISTICS               SCALE           SCALE         CORRECTED
                     MEAN           VARIANCE         ITEM-            SQUARED             ALPHA
                    IF ITEM         IF ITEM          TOTAL            MULTIPLE           IF ITEM
                    DELETED         DELETED       CORRELATION       CORRELATION          DELETED

   ITEM29           0.71081         0.20612         0.18709           0.03500          99.00000
   ITEM30           0.43514         0.24646         0.18709           0.03500          99.00000

ABILITY COEFFICIENTS                2  ITEMS

 =  0.31414          STANDARDIZED ITEM ALPHA =  0.31520
```

9/1/79
HK

```
MATCH SYSTEM                                                                                07/13/79          PAGE  13
  NONAME    (CREATION DATE = 07/13/79)
* * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( M T A 9                 ) * * * * * * *
                1.     ITEM31
                2.     ITEM32
                3.     ITEM33
                4.     ITEM34

                                             MEANS                 STD DEV                 CASES
                1.     ITEM31              0.65405               0.47632                 370.0
                2.     ITEM32              0.75135               0.43281                 370.0
                3.     ITEM33              0.81622               0.38783                 370.0
                4.     ITEM34              0.70811               0.45525                 370.0

              CORRELATION MATRIX

          ITEM31       ITEM32       ITEM33       ITEM34
1        1.00000
2        0.27833      1.00000
3        0.24170      0.37281      1.00000
         0.12544      0.27709      0.43210      1.00000

    # OF CASES =     370.0
STICS FOR              MEAN        VARIANCE        STD DEV     # VARIABLES
      SCALE          2.92973       1.44762         1.20317          4
TOTAL STATISTICS
                              SCALE          SCALE        CORRECTED
                              MEAN          VARIANCE        ITEM-        SQUARED          ALPHA
                             IF ITEM        IF ITEM         TOTAL        MULTIPLE        IF ITEM
                             DELETED        DELETED      CORRELATION   CORRELATION       DELETED
             ITEM31          2.27568        0.93193        0.31405       0.10497         0.62280
             ITEM32          2.17838        0.91118        0.42250       0.18850         0.53772
             ITEM33          2.11351        0.93017        0.49064       0.26620         0.49783
             ITEM34          2.22162        0.89384        0.40256       0.20712         0.55248
```

```
SS BATCH SYSTEM
LE   NCNAME    (CREATION DATE = 07/13/79)                                       07/13/79          PAGE  17
* * * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( MTB                 ) * * * * * *

                                     MEANS                 STD DEV              CASES

       1.    ITEM1                 0.78841                 0.40903              345.0
       2.    ITEM2                 0.80580                 0.39616              345.0
       3.    ITEM3                 0.83478                 0.37192              345.0
       4.    ITEM4                 0.83768                 0.36928              345.0
       5.    ITEM5                 0.72754                 0.44587              345.0
       6.    ITEM6                 0.81449                 0.38927              345.0
       7.    ITEM7                 0.97101                 0.16801              345.0
       8.    ITEM8                 0.95362                 0.21061              345.0
       9.    ITEM9                 0.95942                 0.19760              345.0
      10.    ITEM10                0.91594                 0.27788              345.0
      11.    ITEM11                0.94493                 0.22845              345.0
      12.    ITEM12                0.94493                 0.22845              345.0
      13.    ITEM13                0.89855                 0.30236              345.0
      14.    ITEM14                0.87536                 0.33079              345.0
      15.    ITEM15                0.91594                 0.27788              345.0
      16.    ITEM16                0.94203                 0.23403              345.0
      17.    ITEM17                0.82899                 0.37707              345.0
      18.    ITEM18                0.85667                 0.34043              345.0
      19.    ITEM19                0.71014                 0.45435              345.0
      20.    ITEM20                0.71014                 0.45435              345.0
      21.    ITEM21                0.60870                 0.48875              345.0
      22.    ITEM22                0.84348                 0.36388              345.0
      23.    ITEM23                0.80870                 0.39390              345.0
      24.    ITEM24                0.40870                 0.49231              345.0
      25.    ITEM25                0.48696                 0.50056              345.0
      26.    ITEM26                0.47246                 0.49997              345.0
      27.    ITEM27                0.82319                 0.38206              345.0
      28.    ITEM28                0.75072                 0.43322              345.0
      29.    ITEM29                0.61449                 0.48742              345.0
      30.    ITEM30                0.52754                 0.49997              345.0
      31.    ITEM31                0.70435                 0.45700              345.0
      32.    ITEM32                0.75362                 0.43153              345.0
      33.    ITEM33                0.81449                 0.38927              345.0
      34.    ITEM34                0.71594                 0.45162              345.0
```

Spring MTB

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 SYSTEM                                                          07/11/79         PAGE    4
AME   (CREATION DATE = 07/11/79)
* * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( B E A          ) * * * * * * * * * *
ALL BEA.
                                   MEANS                   STD DEV                 CASES

     1.      ITEM1               [0.88228]                 0.32248                 790.0
     2.      ITEM2                0.88101                  0.32398                 790.0
     3.      ITEM3                0.87089                  0.33554                 790.0
     4.      ITEM4                0.58608                  0.49285                 790.0
     5.      ITEM5                0.68354                  0.46539                 790.0
     6.      ITEM6                0.65696                  0.47502                 790.0
     7.      ITEM7                0.85570                  0.35162                 790.0
     8.      ITEM8                0.63671                  0.48125                 790.0
     9.      ITEM9                0.60506                  0.48915                 790.0
    10.      ITEM10               0.61519                  0.48686                 790.0
    11.      ITEM11               0.48228                  0.50000                 790.0
    12.      ITEM12               0.88354                  0.32097                 790.0
    13.      ITEM13               0.71772                  0.45039                 790.0
    14.      ITEM14               0.41772                  0.49350                 790.0
    15.      ITEM15               0.78354                  0.41209                 790.0
    16.      ITEM16               0.65570                  0.47544                 790.0
    17.      ITEM17               0.59114                  0.49193                 790.0
    18.      ITEM18               0.64810                  0.47787                 790.0
    19.      ITEM19               0.66456                  0.47244                 790.0
    20.      ITEM20               0.64304                  0.47941                 790.0
    21.      ITEM21               0.77215                  0.41971                 790.0
    22.      ITEM22               0.66329                  0.47288                 790.0
    23.      ITEM23               0.51772                  0.50000                 790.0
    24.      ITEM24               0.40506                  0.49122                 790.0
    25.      ITEM25               0.36456                  0.48161                 790.0
    26.      ITEM26               0.59620                  0.49097                 790.0
    27.      ITEM27               0.47595                  0.49974                 790.0
    28.      ITEM28               0.49367                  0.50028                 790.0
    29.      ITEM29               0.44304                  0.49706                 790.0
    30.      ITEM30               0.50000                  0.50032                 790.0
 SYSTEM                                                                          07/11/79         PAGE   12
ANE    (CREATION DATE = 07/11/79)
* * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E  (B E R          ) * * * * * * * * * *

                                          MEANS                    STD DEV                   CASES
       1.       ITEM1                    0.91026                  0.28602                    702.0
       2.       ITEM2                    0.88746                  0.31625                    702.0
       3.       ITEM3                    0.91595                  0.27765                    702.0
       4.       ITEM4                    0.63105                  0.48286                    702.0
       5.       ITEM5                    0.72080                  0.44893                    702.0
       6.       ITEM6                    0.69943                  0.45883                    702.0
       7.       ITEM7                    0.87607                  0.32974                    702.0
       8.       ITEM8                    0.69801                  0.45945                    702.0
       9.       ITEM9                    0.65385                  0.47608                    702.0
      10.       ITEM10                   0.66382                  0.47274                    702.0
      11.       ITEM11                   0.54701                  0.49814                    702.0
      12.       ITEM12                   0.90741                  0.29007                    702.0
      13.       ITEM13                   0.76353                  0.42522                    702.0
      14.       ITEM14                   0.43020                  0.49546                    702.0
      15.       ITEM15                   0.77635                  0.41699                    702.0
      16.       ITEM16                   0.66809                  0.47123                    702.0
      17.       ITEM17                   0.59259                  0.49170                    702.0
      18.       ITEM18                   0.70370                  0.45695                    702.0
      19.       ITEM19                   0.70513                  0.45631                    702.0
      20.       ITEM20                   0.69658                  0.46006                    702.0
      21.       ITEM21                   0.79915                  0.40093                    702.0
      22.       ITEM22                   0.71510                  0.45169                    702.0
      23.       ITEM23                   0.72650                  0.44608                    702.0
      24.       ITEM24                   0.50570                  0.50032                    702.0
      25.       ITEM25                   0.13818                  0.34533                    702.0
      26.       ITEM26                   0.56268                  0.49641                    702.0
      27.       ITEM27                   0.55840                  0.49693                    702.0
      28.       ITEM28                   0.55983                  0.49676                    702.0
      29.       ITEM29                   0.41026                  0.49223                    702.0
      30.       ITEM30                   0.47293                  0.49962                    702.0
```

Fall GEB

0

BEA
Spring

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                                                                  07/13/79        PAGE    3
EATION DATE = 07/13/79)
ELIABILITY  ANALYSIS  FOR  SCALE  (BEA1          )**********
1.       ITEM1
2.       ITEM2
3.       ITEM3
4.       ITEM4
5.       ITEM5
6.       ITEM6

                                MEANS                  STD DEV                CASES

1.       ITEM1                  0.92273                0.26733                440.0
2.       ITEM2                  0.92500                0.26369                440.0
3.       ITEM3                  0.95000                0.21819                440.0
4.       ITEM4                  0.67727                0.46805                440.0
5.       ITEM5                  0.75455                0.43085                440.0
6.       ITEM6                  0.75682                0.42949                440.0

CORRELATION MATRIX

       ITEM2          ITEM3          ITEM4          ITEM5          ITEM6
000
926    1.00000
414    0.40977        1.00000
434    0.20948        0.24312        1.00000
072    0.25865        0.18416        0.35181        1.00000
840    0.22074        0.21026        0.27992        0.34143        1.00000
```

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BEA
Spring

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SPSS BATCH SYSTEM                                                                    07/13/79          PAGE
FILE    ACNAME    (CREATION DATE = 07/13/79)
* * * * * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( B E A 2          ) * * * *
                    1.      ITEM7
                    2.      ITEM8
                    3.      ITEM9
                    4.      ITEM10
                    5.      ITEM11
                    6.      ITEM12

                                                  MEANS                 STD DEV                 CASES

                    1.      ITEM7               0.92273                0.26733                 440.0
                    2.      ITEM8               0.80682                0.39524                 440.0
                    3.      ITEM9               0.75364                0.42533                 440.0
                    4.      ITEM10              0.73864                0.43988                 440.0
                    5.      ITEM11              0.63864                0.48094                 440.0
                    6.      ITEM12              0.94318                0.23176                 440.0

                    CORRELATION MATRIX

              ITEM7       ITEM8       ITEM9       ITEM10      ITEM11      ITEM12
ITEM7        1.00000
ITEM8        0.28958     1.00000
ITEM9        0.35988     0.32397     1.00000
ITEM10       0.23466     0.31162     0.43609     1.00000
ITEM11       0.22525     0.42282     0.50576     0.43547     1.00000
ITEM12       0.44371     0.15344     0.23319     0.18917     0.16280     1.00000
```

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BEA
Spring

```
SPSS BATCH SYSTEM                                                              07/13/79          PAGE
ILE     NCNAME    (CREATION DATE = 07/13/79)
* * * * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( B E A 3              ) * * * *
                 1.       ITEM13
                 2.       ITEM14
                 3.       ITEM15
                 4.       ITEM16
                 5.       ITEM17
                 6.       ITEM18
                 7.       ITEM19
                 8.       ITEM20
                 9.       ITEM21
                10.       ITEM22

                                          MEANS                 STD DEV                 CASES

                 1.       ITEM13         0.79545               0.40383                  440.0
                 2.       ITEM14         0.48864               0.50044                  440.0
                 3.       ITEM15         0.80682               0.39524                  440.0
                 4.       ITEM16         0.73409               0.44232                  440.0
                 5.       ITEM17         0.65227               0.47679                  440.0
                 6.       ITEM18         0.72955               0.44470                  440.0
                 7.       ITEM19         0.74545               0.43610                  440.0
                 8.       ITEM20         0.68636               0.46450                  440.0
                 9.       ITEM21         0.85582               0.35066                  440.0
                10.       ITEM22         0.74773               0.43481                  440.0

                CORRELATION MATRIX

            ITEM13      ITEM14      ITEM15      ITEM16      ITEM17      ITEM18      ITEM19      ITEM20
ITEM13     1.00000
ITEM14     0.22518     1.00000
ITEM15     0.25138     0.12132     1.00000
ITEM16     0.34519     0.27960     0.31790     1.00000
ITEM17     0.29227     0.35095     0.31964     0.35985     1.00000
ITEM18     0.29742     0.11410     0.29823     0.29365     0.28599     1.00000
ITEM19     0.29867     0.22678     0.34841     0.30961     0.30734     0.31372     1.00000
ITEM20     0.26440     0.21002     0.28960     0.26947     0.29842     0.33830     0.30219     1.00000
ITEM21     0.32355     0.17893     0.40809     0.32674     0.31464     0.32081     0.35696     0.25510
ITEM22     0.27625     0.11765     0.28573     0.20708     0.29010     0.31784     0.32129     0.28406
```

BEA
Spring

```
S BATCH SYSTEM                                                                    07/13/79          PAGE    9
E   NCNAME   (CREATION DATE = 07/13/79)
* * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( B E A 4          ) * * * * * *
               1.      ITEM23
               2.      ITEM24
               3.      ITEM25

                                          MEANS                  STD DEV                    CASES
               1.      ITEM23            0.55000                 0.49806                    440.0
               2.      ITEM24            0.41591                 0.49344                    440.0
               3.      ITEM25            0.40909                 0.49223                    440.0

               CORRELATION MATRIX

          ITEM23        ITEM24        ITEM25

123      1.00000
124      0.34619       1.00000
125      0.39025       0.44207       1.00000

   # OF CASES =      440.0

ISTICS FOR               MEAN          VARIANCE         STD DEV     # VARIABLES
    SCALE              1.37500         1.31008          1.14459           3
-TOTAL STATISTICS
                              SCALE          SCALE        CORRECTED
                              MEAN          VARIANCE        ITEM-         SQUARED           ALPHA
                             IF ITEM        IF ITEM         TOTAL         MULTIPLE         IF ITEM
                             DELETED        DELETED       CORRELATION    CORRELATION        DELETED
              ITEM23         0.82500        0.70051        0.43360        0.18978          0.61311
              ITEM24         0.95909        0.68169        0.47238        0.23101          0.56138
              ITEM25         0.96591        0.66171        0.50710        0.25936          0.51431

    RELIABILITY COEFFICIENTS               3  ITEMS

    ALPHA =  0.65979          STANDARDIZED ITEM ALPHA =  0.65998
```

BEA
spring

```
CF SYSTEM                                                                    07/13/79            PAGE   10
CNAME    (CREATION DATE = 07/13/79)
* * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E * ( B E A S          ) * * * * * * * * *
              1.       ITEM26
              2.       ITEM27
              3.       ITEM28
              4.       ITEM29
              5.       ITEM30

                                           MEANS                  STD DEV                 CASES
              1.       ITEM26             0.75000                 0.43351                 440.0
              2.       ITEM27             0.59636                 0.49305                 440.0
              3.       ITEM28             0.65227                 0.47679                 440.0
              4.       ITEM29             0.52955                 0.49969                 440.0
              5.       ITEM30             0.62955                 0.48348                 440.0

            CORRELATION MATRIX

      ITEM26      ITEM27      ITEM28      ITEM29      ITEM30

     1.00000
     0.27177     1.00000
     0.33889     0.36544     1.00000
     0.23397     0.19765     0.27746     1.00000
     0.31790     0.25397     0.27985     0.33299     1.00000

 OF CASES =      440.0

S FOR                 MEAN         VARIANCE         STD DEV     # VARIABLES
  SCALE             3.14773         2.44510         1.56368              5

L STATISTICS              SCALE          SCALE          CORRECTED
                          MEAN           VARIANCE       ITEM-           SQUARED          ALPHA
                          IF ITEM        IF ITEM        TOTAL           MULTIPLE         IF ITEM
                          DELETED        DELETED        CORRELATION     CORRELATION      DELETED

           ITEM26         2.39773        1.76628        0.42602         0.18946          0.61328
           ITEM27         2.56136        1.69554        0.39443         0.17566          0.62662
           ITEM28         2.49545        1.64463        0.46867         0.23111          0.59196
           ITEM29         2.61818        1.70354        0.37708         0.15739          0.63510
           ITEM30         2.51818        1.66709        0.43593         0.19945          0.60708
```

BEB
Spring

```
SPSS BATCH SYSTEM                                                                        07/13/79          PAGE
FILE    NONAME    (CREATION DATE = 07/13/79)
* * * * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( B E B )        ) * * *

                   1.     ITEM1
                   2.     ITEM2
                   3.     ITEM3
                   4.     ITEM4
                   5.     ITEM5
                   6.     ITEM6

                                              MEANS                STD DEV                CASES

                   1.     ITEM1              0.93317              0.25002                 419.0
                   2.     ITEM2              0.90931              0.28751                 419.0
                   3.     ITEM3              0.95227              0.21345                 419.0
                   4.     ITEM4              0.66348              0.47308                 419.0
                   5.     ITEM5              0.79236              0.40610                 419.0
                   6.     ITEM6              0.76372              0.42530                 419.0

                   CORRELATION MATRIX

              ITEM1        ITEM2        ITEM3        ITEM4        ITEM5        ITEM6

ITEM1        1.00000
ITEM2        0.34814      1.00000
ITEM3        0.43319      0.35809      1.00000
ITEM4        0.23417      0.21480      0.21961      1.00000
ITEM5        0.21645      0.41204      0.27177      0.30786      1.00000
ITEM6        0.30113      0.33302      0.24440      0.40052      0.39399      1.00000
```

BEB -
Spring

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SPSS BATCH SYSTEM                                                                    07/13/79          PAGE
FILE    NONAME    (CREATION DATE = 07/13/79)
* * * * * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( B E B 2        ) * * *
                          1.      ITEM7
                          2.      ITEM8
                          3.      ITEM9
                          4.      ITEM10
                          5.      ITEM11
                          6.      ITEM12

                                                     MEANS                  STD DEV                CASES
                          1.      ITEM7             0.90453                 0.29421                 419.0
                          2.      ITEM8             0.81146                 0.39161                 419.0
                          3.      ITEM9             0.73986                 0.43924                 419.0
                          4.      ITEM10            0.71838                 0.45033                 419.0
                          5.      ITEM11            0.62291                 0.48524                 419.0
                          6.      ITEM12            0.93317                 0.25002                 419.0

                        CORRELATION MATRIX

                    ITEM7        ITEM8        ITEM9        ITEM10       ITEM11       ITEM12
     ITEM7         1.00000
     ITEM8         0.32098      1.00000
     ITEM9         0.39977      0.43739      1.00000
     ITEM10        0.33830      0.39003      0.46327      1.00000
     ITEM11        0.31700      0.43069      0.51518      0.44344      1.00000
     ITEM12        0.40092      0.31082      0.25523      0.23616      0.22562      1.00000
```

BEB
Spring

```
SS BATCH SYSTEM                                                                07/13/79          PAGE    1
ILE      NONAME    (CREATION DATE = 07/13/79)
* * * * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E  ( B E B 3                    ) * * * *

                   1.      ITEM13
                   2.      ITEM14
                   3.      ITEM15
                   4.      ITEM16
                   5.      ITEM17
                   6.      ITEM18
                   7.      ITEM19
                   8.      ITEM20
                   9.      ITEM21
                  10.      ITEM22

                                                  MEANS                    STD DEV                  CASES

                   1.      ITEM13               0.78043                  0.41445                  419.0
                   2.      ITEM14               0.42482                  0.49491                  419.0
                   3.      ITEM15               0.78520                  0.41117                  419.0
                   4.      ITEM16               0.69974                  0.45315                  419.0
                   5.      ITEM17               0.63007                  0.48336                  419.0
                   6.      ITEM18               0.70167                  0.45807                  419.0
                   7.      ITEM19               0.72315                  0.44798                  419.0
                   8.      ITEM20               0.70406                  0.45701                  419.0
                   9.      ITEM21               0.84726                  0.35017                  419.0
                  10.      ITEM22               0.74702                  0.43524                  419.0

                   CORRELATION MATRIX

              ITEM13      ITEM14      ITEM15      ITEM16      ITEM17      ITEM18      ITEM19      ITEM20
EM13         1.00000
EM14         0.24591     1.00000
EM15         0.36836     0.19085     1.00000
EM16         0.21755     0.21111     0.22708     1.00000
EM17         0.31009     0.31849     0.23721     0.35168     1.00000
EM18         0.23380     0.21214     0.17974     0.19415     0.19188     1.00000
EM19         0.27742     0.17566     0.25085     0.27684     0.28823     0.27273     1.00000
EM20         0.35079     0.14467     0.29474     0.18680     0.27214     0.14864     0.37008     1.00000
EM21         0.28764     0.17701     0.23025     0.23151     0.23807     0.17266     0.19693     0.18981
M22          0.28813     0.27800     0.31056     0.25055     0.30462     0.22051     0.27796     0.28421
```

EEB
Spring

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BATCH SYSTEM                                                                   07/13/79          PAGE   19
   NCNAME    (CREATION DATE = 07/13/79)
* * * * * * * * RELIABILITY   ANALYSIS   FOR   SCALE   (BEBA                                  ) * * * * *
                  1.       ITEM23
                  2.       ITEM24
                  3.       ITEM25

                                               MEANS                    STD DEV                   CASES

                  1.       ITEM23            0.76850                  0.42230                    419.0
                  2.       ITEM24            0.55370                  0.49770                    419.0
                  3.       ITEM25            0.15990                  0.36696                    419.0


                 CORRELATION MATRIX

           ITEM23          ITEM24          ITEM25

23         1.00000

24         0.29263         1.00000

25        -0.03943        -0.05368         1.00000


     # OF CASES =      419.0

ISTICS FOR                  MEAN          VARIANCE          STD DEV      # VARIABLES
     SCALE                1.48210          0.65219          0.80758               3

-TOTAL STATISTICS                  SCALE          SCALE'        CORRECTED
                                   MEAN          VARIANCE         ITEM-         SQUARED             ALPHA
                                  IF ITEM        IF ITEM          TOTAL         MULTIPLE           IF ITEM
                                  DELETED        DELETED       CORRELATION     CORRELATION         DELETED

                 ITEM23           0.71360        0.36276         0.21840         0.08615           -0.10810
                 ITEM24           0.92840        0.30108         0.18932         0.08744           -0.07912
                 ITEM25           1.32220        0.54905        -0.05796         0.00345            0.44808


       RELIABILITY COEFFICIENTS                3  ITEMS

       ALPHA =  0.21042             STANDARDIZED ITEM ALPHA =  0.17688
```

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YSTEM                                                                        07/13/79          PAGE   20
E   (CREATION DATE = 07/13/79)
* * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( B Æ B S              ) * * * * * * * * * *
         1.      ITEM26
         2.      ITEM27
         3.      ITEM28
         4.      ITEM29
         5.      ITEM30

                                       MEANS                STD DEV                CASES
         1.      ITEM26               0.61575               0.48700                419.0
         2.      ITEM27               0.59905               0.49068                419.0
         3.      ITEM28               0.62291               0.48524                419.0
         4.      ITEM29               0.45107               0.49820                419.0
         5.      ITEM30               0.56325               0.49658                419.0

         CORRELATION MATRIX

   ITEM26        ITEM27        ITEM28        ITEM29        ITEM30
   1.00000
   0.44497       1.00000
   0.46862       0.48882       1.00000
   0.41042       0.37952       0.34904       1.00000
   0.33321       0.37924       0.43678       0.37275       1.00000

CASES =       419.0

IR              MEAN          VARIANCE          STD DEV       # VARIABLES
CALE          2.85203         3.16944           1.78029             5

ATISTICS                SCALE          SCALE         CORRECTED
                        MEAN          VARIANCE         ITEM-          SQUARED             ALPHA
                       IF ITEM        IF ITEM          TOTAL          MULTIPLE           IF ITEM
                       DELETED        DELETED       CORRELATION     CORRELATION          DELETED
        ITEM26         2.23628        2.13782         0.55786         0.32607            0.72773
        ITEM27         2.25298        2.11288         0.57190         0.33639            0.72285
        ITEM28         2.22912        2.10049         0.59260         0.36880            0.71588
        ITEM29         2.40095        2.18335         0.50119         0.25897            0.74709
        ITEM30         2.28878        2.18196         0.50503         0.26665            0.74573
```

SPA
Fall

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SS BATCH SYSTEM
                                                                                   07/13/79          PAGE
LE     NONAME    (CREATION DATE = 07/13/79)
* * * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( S P A I   -        ) * * * *
                    1.        ITEM1
                    2.        ITEM2
                    3.        ITEM3
                    4.        ITEM4

                                              MEANS                      STD DEV                   CASES

                    1.        ITEM1          0.95260                    0.21274                   443.0
                    2.        ITEM2          0.89616                    0.30539                   443.0
                    3.        ITEM3          0.91196                    0.28367                   443.0
                    4.        ITEM4          0.95711                    0.20284                   443.0


                   CORRELATION MATRIX

              ITEM1          ITEM2          ITEM3          ITEM4

EM1          1.00000

EM2          0.30712        1.00000

EM3          0.39554        0.33821        1.00000

EM4          0.52951        0.25665        0.44540        1.00000


       # OF CASES =      443.0

TISTICS FOR                MEAN           VARIANCE            STD DEV      # VARIABLES
           SCALE          3.71783         0.52427             0.72407            4
M-TOTAL STATISTICS
                                 SCALE            SCALE         CORRECTED
                                 MEAN           VARIANCE          ITEM-            SQUARED             ALPHA
                                IF ITEM          IF ITEM          TOTAL            MULTIPLE           IF ITEM
                                DELETED          DELETED       CORRELATION        CORRELATION         DELETED
                  ITEM1         2.76524          0.35653         0.48213            0.31286           0.59596
                  ITEM2         2.82167          0.30071         0.38904            0.16067           0.66761
                  ITEM3         2.80587          0.29707         0.47454            0.25324           0.59280
                  ITEM4         2.76072          0.35438         0.53313            0.36945           0.57307
```

```
E     NONAME    (CREATION DATE = 07/13/79)

 * * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( S P A 2    .        ) * * * * *

                  1.       ITEM5
                  2.       ITEM6
                  3.       ITEM7
                  4.       ITEM8

                                                  MEANS                  STD DEV                 CASES

                  1.       ITEM5                 0.47404                 0.49989                 443.0
                  2.       ITEM6                 0.58239                 0.49372                 443.0
                  3.       ITEM7                 0.68397                 0.46545                 443.0
                  4.       ITEM8                 0.49887                 0.50056                 443.0


                 CORRELATION MATRIX

            ITEM5           ITEM6           ITEM7           ITEM8

M5          1.00000

M6          0.07973         1.00000

M7          0.04245         0.13325         1.00000

M8          0.11064         0.15829         0.32863         1.00000


       # OF CASES =         443.0

TISTICS FOR                 MEAN          VARIANCE         STD DEV     # VARIABLES
        SCALE             2.22928          1.36796         1.16960          4

M-TOTAL STATISTICS                SCALE          SCALE        CORRECTED
                                  MEAN          VARIANCE        ITEM-          SQUARED            ALPHA
                                 IF ITEM        IF ITEM         TOTAL          MULTIPLE          IF ITEM
                                 DELETED        DELETED       CORRELATION     CORRELATION        DELETED

                  ITEM5          1.76524        1.00359         0.11430         0.01621          0.43736
                  ITEM6          1.65688        0.94535         0.18628         0.03630          0.36218
                  ITEM7          1.55530        0.91718         0.26262         0.11476          0.28288
                  ITEM8          1.74041        0.83065         0.31426         0.12915          0.21734
```

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Fall

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                                                                              07/13/79          PAGE     7
E   NONAME   (CREATION DATE = 07/13/79)
* * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( S P A 3   .   ) * * * * *

                 1.      ITEM9
                 2.      ITEM10
                 3.      ITEM11
                 4.      ITEM12
                 5.      ITEM13
                 6.      ITEM14
                 7.      ITEM15
                 8.      ITEM16

                                          MEANS                STD DEV              CASES

                 1.      ITEM9           0.75395              0.43119               443.0
                 2.      ITEM10          0.74718              0.43512               443.0
                 3.      ITEM11          0.81716              0.38698               443.0
                 4.      ITEM12          0.83747              0.36935               443.0
                 5.      ITEM13          0.89391              0.30831               443.0
                 6.      ITEM14          0.89616              0.30539               443.0
                 7.      ITEM15          0.84650              0.36088               443.0
                 8.      ITEM16          0.84199              0.36517               443.0

                 CORRELATION MATRIX

            ITEM9      ITEM10     ITEM11     ITEM12     ITEM13     ITEM14     ITEM15     ITEM16
9          1.00000
10         0.33092    1.00000
11         0.43493    0.32948    1.00000
12         0.27395    0.32092    0.29814    1.00000
13         0.33077    0.23809    0.40593    0.38467    1.00000
14         0.26942    0.26169    0.41330    0.41165    0.36331    1.00000
15         0.35285    0.31422    0.28459    0.37254    0.28032    0.30668    1.00000
16         0.37037    0.27485    0.46752    0.39626    0.41344    0.50174    0.36492    1.00000
```

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SS BATCH SYSTEM                                                              07/13/79        PAGE
LE     NONAME     (CREATION DATE = 07/13/79)
* * * * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( S P A 4   *     ) * * * * *

                     1.      ITEM17
                     2.      ITEM18
                     3.      ITEM19
                     4.      ITEM20
                     5.      ITEM21
                     6.      ITEM22

                                              MEANS                  STD DEV                CASES

                     1.      ITEM17          0.47856                0.50010                 443.0
                     2.      ITEM18          0.52370                0.50000                 443.0
                     3.      ITEM19          0.48984                0.50046                 443.0
                     4.      ITEM20          0.34312                0.47529                 443.0
                     5.      ITEM21          0.46727                0.49949                 443.0
                     6.      ITEM22          0.39503                0.48941                 443.0

                    CORRELATION MATRIX

              ITEM17       ITEM18       ITEM19       ITEM20       ITEM21       ITEM22

 EM17        1.00000

 EM18        0.28026      1.00000

 EM19        0.25449      0.36488      1.00000

 EM20        0.30706      0.31795      0.22394      1.00000

 EM21        0.33456      0.43115      0.32223      0.27613      1.00000

 EM22        0.26116      0.29511      0.27968      0.28162      0.26125      1.00000
```

```
SS BATCH SYSTEM                                                                            07/13/79        PAGE   1
LE     NONAME    (CREATION DATE = 07/13/79)
* * * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( S P A S               ) * * * *

                    1.        ITEM23
                    2.        ITEM24
                    3.        ITEM25
                    4.        ITEM26

                                                   MEANS                 STD DEV                     CASES

                    1.        ITEM23             0.45372                 0.49842                     443.0
                    2.        ITEM24             0.25508                 0.43640                     443.0
                    3.        ITEM25             0.31603                 0.46545                     443.0
                    4.        ITEM26             0.22573                 0.41854                     443.0


                   CORRELATION MATRIX

              ITEM23         ITEM24         ITEM25         ITEM26

EM23         1.00000

EM24         0.05080        1.00000

EM25         0.22897        0.21485        1.00000

EM26         0.09357        0.09280        0.16721        1.00000


       # OF CASES =        443.0

ATISTICS FOR                 MEAN         VARIANCE         STD DEV      # VARIABLES
         SCALE             1.25056         1.20178         1.09626           4

EM-TOTAL STATISTICS                 SCALE          SCALE       CORRECTED
                                    MEAN         VARIANCE        ITEM-          SQUARED              ALPHA
                                   IF ITEM        IF ITEM        TOTAL          MULTIPLE            IF ITEM
                                   DELETED        DELETED     CORRELATION     CORRELATION           DELETED

                      ITEM23       0.79684        0.76859       0.21143         0.05712             0.36364
                      ITEM24       0.99549        0.85066       0.19960         0.05105             0.37105
                      ITEM25       0.93454        0.72647       0.32600         0.10733             0.23216
                      ITEM26       1.02483        0.88252       0.17500         0.03430             0.39338
```

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PSS BATCH SYSTEM                                                                          07/13/79          PAGE
ILE     NONAME    (CREATION DATE = 07/13/79)
* * * * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( S P S 1         ) * * *
                  1.      ITEM1
                  2.      ITEM2
                  3.      ITEM3
                  4.      ITEM4

                                              MEANS                    STD DEV                   CASES

                  1.      ITEM1              0.94292                  0.23226                   438.0
                  2.      ITEM2              0.92922                  0.25674                   438.0
                  3.      ITEM3              0.92922                  0.25674                   438.0
                  4.      ITEM4              0.96347                  0.18782                   438.0


                  CORRELATION MATRIX

             ITEM1        ITEM2        ITEM3        ITEM4

TEM1        1.00000

TEM2        0.46935      1.00000

TEM3        0.50773      0.40584      1.00000

TEM4        0.68651      0.46826      0.56317      1.00000


       # OF CASES =        438.0

STATISTICS FOR                 MEAN          VARIANCE          STD DEV      # VARIABLES
     SCALE                   3.76464         0.55098          0.74228           4

TEM-TOTAL STATISTICS          SCALE          SCALE        CORRECTED
                              MEAN         VARIANCE         ITEM-          SQUARED             ALPHA
                             IF ITEM        IF ITEM         TOTAL          MULTIPLE            IF ITEM
                             DELETED        DELETED      CORRELATION     CORRELATION           DELETED

                  ITEM1      2.82192        0.32062        0.67075         0.51262             0.71818
                  ITEM2      2.83562        0.32990        0.52612         0.27937             0.79461
                  ITEM3      2.83562        0.31617        0.58497         0.36195             0.76398
                  ITEM4      2.80137        0.35634        0.71073         0.54592             0.71797
```

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SPSS BATCH SYSTEM                                                                     07/13/79            PAGE
FILE     NONAME     (CREATION DATE = 07/13/79)
* * * * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( S P B 2              ) * *
                    1.      ITEM5
                    2.      ITEM6
                    3.      ITEM7
                    4.      ITEM8

                                            MEANS                    STD DEV                         CASES

                    1.      ITEM5          0.50685                  0.50052                          438.0
                    2.      ITEM6          0.66667                  0.47194                          438.0
                    3.      ITEM7          0.70776                  0.45531                          438.0
                    4.      ITEM8          0.54795                  0.49827                          438.0


                    CORRELATION MATRIX

              ITEM5          ITEM6          ITEM7          ITEM8

ITEM5         1.00000

ITEM6         0.14531        1.00000

ITEM7         0.16954        0.19524        1.00000

ITEM8         0.13925        0.17516        0.30398        1.00000


         # OF CASES =        438.0

STATISTICS FOR            MEAN          VARIANCE          STD DEV      # VARIABLES
         SCALE           2.42922        1.46752           1.21141              4

ITEM-TOTAL STATISTICS                SCALE          SCALE       CORRECTED
                                     MEAN         VARIANCE        ITEM-          SQUARED                ALPHA
                                    IF ITEM       IF ITEM         TOTAL          MULTIPLE              IF ITEM
                                    DELETED       DELETED      CORRELATION     CORRELATION             DELETED

                    ITEM5           1.92237       0.98252        0.23630         0.05690               0.46444
                    ITEM6           1.76256       1.00985        0.24768         0.06244               0.45118
                    ITEM7           1.72146       0.95195        0.34691         0.12920               0.36313
                    ITEM8           1.88128       0.91951        0.31367         0.11460               0.38980
```

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SPSS BATCH SYSTEM                                                                07/13/79          PAGE
FILE     NONAME    (CREATION DATE = 07/13/79)
* * * * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( S P B 3               ) * * *

                          1.       ITEM9
                          2.       ITEM10
                          3.       ITEM11
                          4.       ITEM12
                          5.       ITEM13
                          6.       ITEM14
                          7.       ITEM15
                          8.       ITEM16

                                                   MEANS                     STD DEV                  CASES

                          1.       ITEM9            0.83562                   0.37105                  438.0
                          2.       ITEM10           0.78082                   0.41416                  438.0
                          3.       ITEM11           0.81963                   0.38493                  438.0
                          4.       ITEM12           0.86073                   0.34662                  438.0
                          5.       ITEM13           0.90868                   0.28840                  438.0
                          6.       ITEM14           0.89269                   0.30986                  438.0
                          7.       ITEM15           0.88356                   0.32112                  438.0
                          8.       ITEM16           0.89041                   0.31273                  438.0


                          CORRELATION MATRIX

                  ITEM9        ITEM10       ITEM11       ITEM12       ITEM13       ITEM14       ITEM15       ITEM16

ITEM9            1.00000
ITEM10           0.37553      1.00000
ITEM11           0.36872      0.33997      1.00000
ITEM12           0.42653      0.39261      0.39442      1.00000
ITEM13           0.32985      0.33015      0.36661      0.39897      1.00000
ITEM14           0.30401      0.38692      0.47049      0.45711      0.47906      1.00000
ITEM15           0.37674      0.27224      0.34807      0.40906      0.42852      0.47210      1.00000
ITEM16           0.43601      0.48549      0.46174      0.49218      0.49770      0.49235      0.51067      1.0000
```

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PSS BATCH SYSTEM                                                                        07/13/79        PAGE
ILE     NONAME     (CREATION DATE = 07/13/79)
* * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( S P B 4                ) * * *

                   1.       ITEM17
                   2.       ITEM18
                   3.       ITEM19
                   4.       ITEM20
                   5.       ITEM21
                   6.       ITEM22

                                                  MEANS                 STD DEV                 CASES

                   1.       ITEM17               0.48402               0.50032                 438.0
                   2.       ITEM18               0.53653               0.49923                 438.0
                   3.       ITEM19               0.48402               0.50032                 438.0
                   4.       ITEM20               0.35160               0.47802                 438.0
                   5.       ITEM21               0.50913               0.50049                 438.0
                   6.       ITEM22               0.40868               0.49215                 438.0

                   CORRELATION MATRIX

              ITEM17     ITEM18     ITEM19     ITEM20     ITEM21     ITEM22

TEM17        1.00000
TEM18        0.21384    1.00000
TEM19        0.35094    0.38713    1.00000
TEM20        0.28189    0.32003    0.30103    1.00000
TEM21        0.34785    0.36042    0.32044    0.33085    1.00000
TEM22        0.26357    0.31630    0.31933    0.32161    0.22171    1.00000
```

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S BATCH SYSTEM                                                                        07/13/79          PAGE   2
E    NONAME    (CREATION DATE = 07/13/79)
* * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( S P B S              ) * * * *
                    1.        ITEM23
                    2.        ITEM24
                    3.        ITEM25
                    4.        ITEM26

                                                   MEANS                    STD DEV                         CASES

                    1.        ITEM23             0.39498                  0.48940                           438.0
                    2.        ITEM24             0.39726                  0.48989                           438.0
                    3.        ITEM25             0.40868                  0.49215                           438.0
                    4.        ITEM26             0.26941                  0.44416                           438.0


                    CORRELATION MATRIX

             ITEM23       ITEM24       ITEM25       ITEM26

M23          1.00000

M24          0.39394      1.00000

M25          0.24986      0.37861      1.00000

M26          0.11993      0.15505      0.15468      1.00000


       # OF CASES =        438.0

TISTICS FOR                 MEAN          VARIANCE          STD DEV     # VARIABLES
       SCALE              1.47032         1.59980          1.26483            4

M-TOTAL STATISTICS                 SCALE          SCALE       CORRECTED
                                   MEAN          VARIANCE       ITEM-          SQUARED               ALPHA
                                  IF ITEM        IF ITEM        TOTAL          MULTIPLE              IF ITEM
                                  DELETED        DELETED     CORRELATION     CORRELATION             DELETED

                   ITEM23         1.07534        0.99889        0.36943        0.16924               0.47964
                   ITEM24         1.07306        0.91914        0.46914        0.24465               0.39188
                   ITEM25         1.06164        0.98704        0.37893        0.16326               0.47149
                   ITEM26         1.20091        1.21355        0.19312        0.03827               0.60792
```

SPB
[illegible]

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CH SYSTEM                                                              07/13/79          PAGE    3
ONAME    (CREATION DATE = 07/13/79)
* * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( S P A 1          ) * * * * * * *

                1.       ITEM1
                2.       ITEM2
                3.       ITEM3
                4.       ITEM4

                                           MEANS                    STD DEV                   CASES

                1.       ITEM1            0.97026                  0.17019                   269.0
                2.       ITEM2            0.95167                  0.21486                   269.0
                3.       ITEM3            0.95911                  0.19841                   269.0
                4.       ITEM4            0.98513                  0.12126                   269.0


              CORRELATION MATRIX

         ITEM1        ITEM2        ITEM3        ITEM4

          1.00000

          0.26668      1.00000

          0.29536      0.21606      1 00000

          0.52093      0.40198      0.43991      1.00000


# OF CASES =        269.0

CS FOR                 MEAN         VARIANCE        STD DEV      # VARIABLES
    SCALE            3.86617        0.25068         0.50068             4

AL STATISTICS                SCALE          SCALE         CORRECTED
                             MEAN          VARIANCE        ITEM-          SQUARED            ALPHA
                            IF ITEM        IF ITEM         TOTAL         MULTIPLE           IF ITEM
                            DELETED        DELETED       CORRELATION    CORRELATION         DELETED

              ITEM          2.89591        0.16077        0.44660        0.28030            0.56480
              ITEM2         2.91450        0.14565        0.35897        0.16754            0.64486
              ITEM3         2.90706        0.15178        0.38510        0.20092            0.61223
              ITEM4         2.88104        0.17236        0.63181        0.41432            0.50362
```

SPA:
Spring

SPA
Spring

```
CH SYSTEM                                                              07/13/79          PAGE     5
DNAME    (CREATION DATE = 07/13/79)
* * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E  ( S P A 2        ) * * * * * * *

          1.        ITEM5
          2.        ITEM6
          3.        ITEM7
          4.        ITEM8

                                         MEANS                STD DEV                  CASES

          1.        ITEM5                0.65799              0.47527                  269.0
          2.        ITEM6                0.70260              0.45797                  269.0
          3.        ITEM7                0.79554              0.40406                  269.0
          4.        ITEM8                0.68401              0.46577                  269.0


          CORRELATION MATRIX

      ITEM5        ITEM6        ITEM7        ITEM8

     1.00000

     0.18240      1.00000

     0.15913      0.21461      1.00000

     0.28526      0.20504      0.32953      1.00000


 OF CASES =      269.0

S FOR                MEAN          VARIANCE          STD DEV      # VARIABLES
   SCALE            2.84015         1.37361           1.17201             4

L STATISTICS                  SCALE          SCALE        CORRECTED
                              MEAN           VARIANCE      ITEM-           SQUARED              ALPHA
                              IF ITEM        IF ITEM       TOTAL           MULTIPLE             IF ITEM
                              DELETED        DELETED      CORRELATION     CORRELATION           DELETED

          ITEM5               2.18216        0.88087       0.29912         0.09990              0.49542
          ITEM6               2.13755        0.91758       0.28072         0.08031              0.50921
          ITEM7               2.04461        0.94576       0.33666         0.13352              0.46503
          ITEM8               2.15613        0.81881       0.40079         0.17475              0.40291
```

SPA Spring

```
SYSTEM                                                                    07/13/79          PAGE     7
AME    (CREATION DATE = 07/13/79)
* * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( S P A 3          ) * * * * * * * *

           1.        ITEM9
           2.        ITEM10
           3.        ITEM11
           4.        ITEM12
           5.        ITEM13
           6.        ITEM14
           7.        ITEM15
           8.        ITEM16
                                          MEANS                   STD DEV                   CASES

           1.        ITEM9                0.88476                 0.31991                   269.0
           2.        ITEM10               0.85130                 0.35645                   269.0
           3.        ITEM11               0.86617                 0.34110                   269.0
           4.        ITEM12               0.92937                 0.25665                   269.0
           5.        ITEM13               0.93680                 0.24377                   269.0
           6.        ITEM14               0.94052                 0.23696                   269.0
           7.        ITEM15               0.91450                 0.28015                   269.0
           8.        ITEM16               0.92565                 0.26283                   269.0


           CORRELATION MATRIX

      ITEM9       ITEM10      ITEM11      ITEM12      ITEM13      ITEM14      ITEM15      ITEM16

     1.00000
     0.47088     1.00000
     0.20008     0.20398     1 00000
     0.26402     0.29259     0.23257     1.00000
     0.43258     0.36381     0.34665     0.34582     1.00000
     0.30302     0.24830     0 27046     0.29875     0.51605     1.00000
     0.30599     0.24586     0.19219     0.12326     0.30305     0.42898     1.00000
     0.29712     0.35949     0.26318     0.30903     0.45054     0.46794     0.21740     1.00000
```

SPA

```
SYSTEM                                                                    07/13/79        PAGE     9
ME    (CREATION DATE = 07/13/79)
* * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( S P A 4         ) * * * * * * * * *

            1.     ITEM17
            2.     ITEM18
            3.     ITEM19
            4.     ITEM20
            5.     ITEM21
            6.     ITEM22

                                        MEANS                STD DEV                CASES

            1.     ITEM17              0.67658              0.46865                269.0
            2.     ITEM18              0.66171              0.47401                269.0
            3.     ITEM19              0.62825              0.48417                269.0
            4.     ITEM20              0.61338              0.48788                269.0
            5.     ITEM21              0.59480              0.49185                269.0
            6.     ITEM22              0.56506              0.49667                269.0

       CORRELATION MATRIX

   ITEM17      ITEM18      ITEM19      ITEM20      ITEM21      ITEM22

   1.00000
   0.42947     1.00000
   0.35615     0.40924     1.00000
   0.39761     0.38430     0.41604     1.00000
   0.33585     0.30611     0.36790     0.37099     1.00000
   0.32317     0.38704     0.31818     0.44295     0.37561     1.00000
```

BEST COPY AVAILABLE

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                                                                      07/13/79          PAGE   11
SYSTEM
ME    (CREATION DATE = 07/13/79)
* * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( S P A S              ) * * * * * * * * *

          1.       ITEM23
          2.       ITEM24
          3.       ITEM25
          4.       ITEM26

                                      MEANS                   STD DEV                   CASES

          1.       ITEM23             0.59108                 0.49255                   269.0
          2.       ITEM24             0.34944                 0.47768                   269.0
          3.       ITEM25             0.35688                 0.47997                   269.0
          4.       ITEM26             0.30483                 0.46119                   269.0


          CORRELATION MATRIX

     ITEM23       ITEM24       ITEM25       ITEM26

     1.00000
     0.14969      1.00000
     0.27237      0.23523      1.00000
     0.10729      0.09054      0 07983      1.00000


OF CASES =      269.0
                         MEAN          VARIANCE          STD DEV       # VARIABLES
 FOR                    1/60223         1.34492          1.15971             4
  SCALE
                                                             CORRECTED
 STATISTICS               SCALE            SCALE               ITEM-          SQUARED            ALPHA
                          MEAN            VARIANCE             TOTAL          MULTIPLE           IF ITEM
                         IF ITEM          IF ITEM           CORRELATION      CORRELATION         DELETED
                         DELETED          DELETED

            ITEM23       1.01115          0.85435             0.27232          0.08826           0.32147
            ITEM24       1.25279          0.89855             0.24094          0.06739           0.35535
            ITEM25       1.24535          0.84256             0.30867          0.11417           0.28320
            ITEM26       1.29740          1.00824             0.13386          0.01863           0.45686
```

```
SPSS BATCH SYSTEM                                                                    07/13/79         PAGE
FILE    NONAME    (CREATION DATE = 07/13/79)
* * * * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( S F B 1           ) * * *

                     1.       ITEM1
                     2.       ITEM2
                     3.       ITEM3
                     4.       ITEM4

                                                    MEANS                STD DEV                CASES

                     1.       ITEM1                0.98701               0.11346                231.0
                     2.       ITEM2                0.90909               0.28810                231.0
                     3.       ITEM3                0.96537               0.18324                231.0
                     4.       ITEM4                0.98701               0.11346                231.0


                     CORRELATION MATRIX

                ITEM1         ITEM2         ITEM3         ITEM4

ITEM1          1.00000

ITEM2          0.03627       1.00000

ITEM3          0.39650       0.10482       1.00000

ITEM4          0.66228       0.09673       0.39650       1.00000


          # OF CASES =      231.0

STATISTICS FOR               MEAN        VARIANCE        STD DEV     # VARIABLES
         SCALE             3.84848        0.20738        0.45539           4

ITEM TOTAL STATISTICS                 SCALE         SCALE        CORRECTED
                                      MEAN        VARIANCE        ITEM-          SQUARED            ALPHA
                                     IF ITEM      IF ITEM         TOTAL          MULTIPLE           IF ITEM
                                     DELETED      DELETED      CORRELATION     CORRELATION          DELETED

                    ITEM1            2.86147      0.16334        0.33985         0.47237            0.31113
                    ITEM2            2.93939      0.10935        0.07883         0.03737            0.68623
                    ITEM3            2.88312      0.12976        0.32362         0.15756            0.24202
                    ITEM4            2.86147      0.15464        0.44672         0.47045            0.24428
```

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Spring

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BATCH SYSTEM                                                                          07/13/79         PAGE   16
  NONAME    (CREATION DATE = 07/13/79)
* * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( S P B 2              ) * * * * *

                1.     ITEM5
                2.     ITEM6
                3.     ITEM7
                4.     ITEM8

                                             MEANS                       STD DEV                    CASES

                1.     ITEM5                0.64069                      0.48084                    231.0
                2.     ITEM6                0.68831                      0.46419                    231.0
                3.     ITEM7                0.81818                      0.38653                    231.0
                4.     ITEM8                0.67100                      0.47087                    231.0


              CORRELATION MATRIX

         ITEM5        ITEM6        ITEM7        ITEM8

       1.00000

       0.13889       1.00000

       0.13823       0.14319      1.00000

       0.10932       0.04598      0.17156       1.00000


   # OF CASES =        231.0

STICS FOR                MEAN          VARIANCE        STD DEV      # VARIABLES
      SCALE             2.81818        1.11462         1.05576            4

TOTAL STATISTICS             SCALE         SCALE        CORRECTED
                             MEAN        VARIANCE         ITEM-        SQUARED             ALPHA
                           IF ITEM        IF ITEM         TOTAL        MULTIPLE           IF ITEM
                           DELETED        DELETED      CORRELATION    CORRELATION         DELETED

                ITEM5      2.17749        0.72053        0.19954        0.04069            0.27883
                ITEM6      2.12987        0.76567        0.16432        0.03509            0.31999
                ITEM7      2.00000        0.80000        0.23894        0.05836            0.24675
                ITEM8      2.14719        0.76085        0.16076        0.03703            0.32483
```

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SPSS BATCH SYSTEM                                                                   07/13/79      P

FILE    NONAME    (CREATION DATE = 07/13/79)

* * * * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( S P B 3          ) *

                1.      ITEM9
                2.      ITEM10
                3.      ITEM11
                4.      ITEM12
                5.      ITEM13
                6.      ITEM14
                7.      ITEM15
                8.      ITEM16

                                                   MEANS                  STD DEV                 CASES

                1.      ITEM9                     0.90043                0.30007                 231.
                2.      ITEM10                    0.87879                0.32708                 231.
                3.      ITEM11                    0.84848                0.35933                 231.
                4.      ITEM12                    0.90476                0.29418                 231.
                5.      ITEM13                    0.94805                0.22240                 231.
                6.      ITEM14                    0.94805                0.22240                 231.
                7.      ITEM15                    0.93074                0.25445                 231.
                8.      ITEM16                    0.90909                0.28810                 231.


                CORRELATION MATRIX

                    ITEM9        ITEM10       ITEM11       ITEM12       ITEM13       ITEM14       ITEM15       ITE

    ITEM9         1.00000
    ITEM10        0.45238      1.00000
    ITEM11        0.26271      0.32397      1.00000
    ITEM12        0.28614      0.33136      0.23307      1.00000
    ITEM13        0.18275      0.27167      0.11870      0.25632      1.00000
    ITEM14        0.37820      0.39121      0.33632      0.38922      0.38470      1.00000
    ITEM15        0.30788      0.212.3      0.26514      0.37616      0.39711      0.47394      1.00000
    ITEM16        0.49825      0.43622      0.32835      0.46169      0.40096      0.40096      0.38820      1.
```

SPB
Spring

SPB
Spring

```
SPSS BATCH SYSTEM                                                                         07/13/79        PAG
FILE    NONAME    (CREATION DATE = 07/13/79)
* * * * * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( S P B 4          ) * *
                          1.      ITEM17
                          2.      ITEM18
                          3.      ITEM19
                          4.      ITEM20
                          5.      ITEM21
                          6.      ITEM22

                                                      MEANS                  STD DEV                   CASES

                          1.      ITEM17               0.61905                0.48668                  231.0
                          2.      ITEM18               0.67100                0.47087                  231.0
                          3.      ITEM19               0.56277                0.49712                  231.0
                          4.      ITEM20               0.51082                0.50097                  231.0
                          5.      ITEM21               0.55844                0.49765                  231.0
                          6.      ITEM22               0.49784                0.50108                  231.0


                          CORRELATION MATRIX

                    ITEM17      ITEM18      ITEM19      ITEM20      ITEM21      ITEM22

        ITEM17      1.00000
        ITEM18      0.36139     1.00000
        ITEM19      0.33289     0.40437     1.00000
        ITEM20      0.39147     0.38379     0.44681     1.00000
        ITEM21      0.18208     0.32362     0.30584     0.28085     1.00000
        ITEM22      0.28187     0.27338     0.35400     0.36815     0.30995     1.00000
```

SPB
Spring

```
'SS BATCH SYSTEM                                                              07/13/79       PAGE
LE    NONAME    (CREATION DATE = 07/13/79)
* * * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( S P B S           ) * * * *

                  1.      ITEM23
                  2.      ITEM24
                  3.      ITEM25
                  4.      ITEM26

                                            MEANS                STD DEV                CASES

                  1.      ITEM23           0.37229               0.48447                231.0
                  2.      ITEM24           0.53680               0.49973                231.0
                  3.      ITEM25           0.44589               0.49814                231.0
                  4.      ITEM26           0.34199               0.47541                231.0


                  CORRELATION MATRIX

             ITEM23       ITEM24       ITEM25       ITEM26

EM23         1.00000

EM24         0.24847      1.00000

EM25         0.24598      0.43158      1 00000

EM26         0.23764      0.35857      0.27125      1.00000


       # OF CASES =       231.0

ATISTICS FOR               MEAN          VARIANCE           STD DEV     # VARIABLES
        SCALE             1.69697         1.82082           .34938              4

EM TOTAL STATISTICS          SCALE           SCALE        CORRECTED
                              MEAN          VARIANCE        ITEM-           SQUARED               ALPHA
                             IF ITEM        IF ITEM         TOTAL           MULTIPLE              IF ITEM
                             DELETED        DELETED      CORRELATION      CORRELATION             DELETED

                ITEM23       1.32468        1.23761        0.3233           0.10477               0.62264
                ITEM24       1.16017        1.06554        0.49003          0.25974               0.50210
                ITEM25       1.25108        1.11060        0.44010          0.21732               0.54045
                ITEM26       1.35498        1.18649        0.39425          0.16336               0.57384
```

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ELIABILITY
                                                                                        05/26/79          PAGE
ILE    NONAME    (CREATION DATE = 05/26/79)
* * * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( S U B T E S T 1 ) * * *

                                         MEANS              STD DEV             CASES

            1.     ERV1                 0.84625             0.36094              787.0
            2.     ERV2                 0.77382             0.41862              787.0
            3.     ERV3                 0.76493             0.42431              787.0
            4.     ERV4                 0.81321             0.38999              787.0
            5.     ERV5                 0.81830             0.38584              787.0
            6.     ERV6                 0.71665             0.45091              787.0
            7.     ERV7                 0.80559             0.39600              787.0
            8.     ERV8                 0.77637             0.41694              787.0
            9.     ERV9                 0.79288             0.40550              787.0
           10.     ERV10                0.84371             0.36336              787.0
           11.     ERV11                0.74841             0.43420              787.0
           12.     ERV12                0.78653             0.41002              787.0
           13.     ERV13                0.83990             0.36693              787.0
           14.     ERV14                0.73571             0.44124              787.0
           15.     ERV15                0.68869             0.46332              787.0
           16.     ERV16                0.62897             0.48339              787.0
           17.     ERV17                0.79416             0.40457              787.0
           18.     ERV18                0.71156             0.45332              787.0
           19.     ERV19                0.70140             0.45794              787.0
           20.     ERV20                0.68996             0.46280              787.0
           21.     ERV21                0.74206             0.43778              787.0
           22.     ERV22                0.64041             0.48019              787.0
           23.     ERV23                0.59339             0.49151              787.0
           24.     ERV24                0.61499             0.48691              787.0
           25.     ERV25                0.63024             0.48305              787.0
           26.     ERV26                0.51715             0.50002              787.0
           27.     ERV27                0.12452             0.33039              787.0
           28.     ERV28                0.53621             0.49900              787.0
           29.     ERV29                0.26429             0.44124              787.0
           30.     ERV30                0.53367             0.49918              787.0
           31.     ERV31                0.40788             0.49175              787.0
           32.     ERV32                0.47395             0.49964              787.0
           33.     ERV33                0.31766             0.46586              787.0
```

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CTBS/English:
Total

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RELIABILITY
FILE    NONAME    (CREATION DATE = 05/26/79)                                   05/26/79          PA
* * * * * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( S U B T E S T 2 ) * *

                    1.     ERCS1
                    2.     ERCS2
                    3.     ERCS3
                    4.     ERCS4
                    5.     ERCS5
                    6.     ERCS6
                    7.     ERCS7
                    8.     ERCS8
                    9.     ERCS9
                   10.     ERCS10
                   11.     ERCS11
                   12.     ERCS12
                   13.     ERCS13
                   14.     ERCS14
                   15.     ERCS15
                   16.     ERCS16
                   17.     ERCS17
                   18.     ERCS18
                   19.     ERCS19
                   20.     ERCS20
                   21.     ERCS21
                   22.     ERCS22
                   23.     ERCS23

                                            MEANS             STD DEV             CASES

                    1.     ERCS1           0.80813           0.39402             787.0
                    2.     ERCS2           0.74587           0.43565             787.0
                    3.     ERCS3           0.76493           0.42431             787.0
                    4.     ERCS4           0.72808           0.44523             787.0
                    5.     ERCS5           0.77510           0.41779             787.0
                    6.     ERCS6           0.71792           0.45030             787.0
                    7.     ERCS7           0.62897           0.48339             787.0
                    8.     ERCS8           0.69886           0.45905             787.0
                    9.     ERCS9           0.67344           0.46925             787.0
                   10.     ERCS10          0.69759           0.45960             787.0
                   11.     ERCS11          0.65057           0.47709             787.0
                   12.     ERCS12          0.64168           0.47981             787.0
                   13.     ERCS13          0.60864           0.48836             787.0
                   14.     ERCS14          0.58069           0.49376             787.0
                   15.     ERCS15          0.55146           0.49766             787.0
                   16.     ERCS16          0.59720           0.49077             787.0
                   17.     ERCS17          0.52224           0.49982             787.0
                   18.     ERCS18          0.60864           0.48836             787.0
                   19.     ERCS19          0.67980           0.46685             787.0
                   20.     ERCS20          0.53748           0.49891             787.0
                   21.     ERCS21          0.54511           0.49828             787.0
                   22.     ERCS22          0.45235           0.49804             787.0
                   23.     ERCS23          0.51970           0.49993             787.0
```

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RELIABILITY                                                                           05/26/79          PA
FILE   NONAME    (CREATION DATE = 05/26/79)
* * * * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( S U B T E S T 3 ) *
                      1.     ERCP1
                      2.     ERCP2
                      3.     ERCP3
                      4.     ERCP4
                      5.     ERCP5
                      6.     ERCP6
                      7.     ERCP7
                      8.     ERCP8
                      9.     ERCP9
                     10.     ERCP10
                     11.     ERCP11
                     12.     ERCP12
                     13.     ERCP13
                     14.     ERCP14
                     15.     ERCP15
                     16.     ERCP16
                     17.     ERCP17
                     18.     ERCP18

                                             MEANS                STD DEV                   CASES

                      1.     ERCP1           0.71919              0.44968                   787.0
                      2.     ERCP2           0.66582              0.47200                   787.0
                      3.     ERCP3           0.61881              0.48599                   787.0
                      4.     ERCP4           0.58577              0.49290                   787.0
                      5.     ERCP5           0.56417              0.49618                   787.0
                      6.     ERCP6           0.66074              0.47376                   787.0
                      7.     ERCP7           0.57560              0.49457                   787.0
                      8.     ERCP8           0.60356              0.48947                   787.0
                      9.     ERCP9           0.60737              0.48865                   787.0
                     10.     ERCP10          0.55909              0.49681                   787.0
                     11.     ERCP11          0.49809              0.50031                   787.0
                     12.     ERCP12          0.71156              0.45332                   787.0
                     13.     ERCP13          0.72681              0.44588                   787.0
                     14.     ERCP14          0.64422              0.47905                   787.0
                     15.     ERCP15          0.73443              0.44191                   787.0
                     16.     ERCP16          0.69886              0.45905                   787.0
                     17.     ERCP17          0.58069              0.49376                   787.0
                     18.     ERCP18          0.56417              0.49618                   787.0


          RELIABILITY COEFFICIENTS

          N OF CASES =     787.0           N OF ITEMS = 18

          ALPHA =   0.92022
```

STB/Employ
Bell

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RELIABILITY                                                                       05/26/79         PAGE

FILE    NONAME     (CREATION DATE = 05/26/79)

* * * * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( S U B T E S T 4 ) * * *

                    1.         ELE1
                    2.         ELE2
                    3.         ELE3
                    4.         ELE4
                    5.         ELE5
                    6.         ELE6
                    7.         ELE7
                    8.         ELE8
                    9.         ELE9
                   10.         ELE10
                   11.         ELE11
                   12.         ELE12
                   13.         ELE13
                   14.         ELE14
                   15.         ELE15
                   16.         ELE16
                   17.         ELE17
                   18.         ELE18
                   19.         ELE19
                   20.         ELE20
                   21.         ELE21
                   22.         ELE22

                                             MEANS                 STD DEV                  CASES

                    1.         ELE1         0.82973               0.37611                  787.0
                    2.         ELE2         0.83863               0.36811                  787.0
                    3.         ELE3         0.82592               0.37942                  787.0
                    4.         ELE4         0.78018               0.41439                  787.0
                    5.         ELE5         0.74079               0.43848                  787.0
                    6.         ELE6         0.78526               0.41090                  787.0
                    7.         ELE7         0.75604               0.42974                  787.0
                    8.         ELE8         0.72300               0.44780                  787.0
                    9.         ELE9         0.62770               0.48373                  787.0
                   10.         ELE10        0.74968               0.43347                  787.0
                   11.         ELE11        0.66328               0.47289                  787.0
                   12.         ELE12        0.63787               0.48092                  787.0
                   13.         ELE13        0.68615               0.46435                  787.0
                   14.         ELE14        0.56417               0.49618                  787.0
                   15.         ELE15        0.72427               0.44717                  787.0
                   16.         ELE16        0.58577               0.49290                  787.0
                   17.         ELE17        0.66201               0.47333                  787.0
                   18.         ELE18        0.61881               0.48595                  787.0
                   19.         ELE19        0.57306               0.49495                  787.0
                   20.         ELE20        0.54003               0.49871                  787.0
                   21.         ELE21        0.49936               0.50032                  787.0
                   22.         ELE22        0.40280               0.49077                  787.0
```

CTBS/English
Form

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* * * * * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( S U B T E S T 5
                                          MEANS              STD DEV              CA
        1.     ES1                       0.73952             0.43918              7
        2.     ES2                       0.76493             0.42431              7
        3.     ES3                       0.89962             0.30070              7
        4.     ES4                       0.73062             0.44392              7
        5.     ES5                       0.77382             0.41862              7
        6.     ES6                       0.80813             0.39402              7
        7.     ES7                       0.84752             0.35971              7
        8.     ES8                       0.89199             0.31058              7
        9.     ES9                       0.83609             0.37043              7
       10.     ES10                      0.75731             0.42898              7
       11.     ES11                      0.76112             0.42667              7
       12.     ES12                      0.70648             0.45566              7
       13.     ES13                      0.88056             0.32451              7
       14.     ES14                      0.85515             0.35218              7
       15.     ES15                      0.78272             0.41266              7
       16.     ES16                      0.69250             0.46175              7
       17.     ES17                      0.77255             0.41945              7
       18.     ES18                      0.84244             0.36456              7
       19.     ES19                      0.74714             0.43493              7
       20.     ES20                      0.62897             0.48339              7
       21.     ES21                      0.68488             0.46486              7
       22.     ES22                      0.84244             0.36456              7
       23.     ES23                      0.53113             0.49935              7
       24.     ES24                      0.54384             0.49839              7
       25.     ES25                      0.38882             0.48779              7
       26.     ES26                      0.88818             0.31534              7
       27.     ES27                      0.62262             0.48504              7
       28.     ES28                      0.87675             0.32894              7
       29.     ES29                      0.55273             0.49753              7
       30.     ES30                      0.60102             0.49000              7
       31.     ES31                      0.51080             0.50020              7
       32.     ES32                      0.55273             0.49753              7
       33.     ES33                      0.79543             0.40365              7
       34.     ES34                      0.82973             0.37611              7

RELIABILITY COEFFICIENTS

N OF CASES =      787.0          N OF ITEMS = 34

ALPHA =   0.93032
```

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ABILITY                                                                05/26/79       PAGE   29
   NONAME    (CREATION DATE = 05/26/79)
* * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( S U B T E S T 6 ) * * * * *
                 1.      ELM1
                 2.      ELM2
                 3.      ELM3
                 4.      ELM4
                 5.      ELM5
                 6.      ELM6
                 7.      ELM7
                 8.      ELM8
                 9.      ELM9
                10.      ELM10
                11.      ELM11
                12.      ELM12
                13.      ELM13
                14.      ELM14
                15.      ELM15
                16.      ELM16
                17.      ELM17
                18.      ELM18
                19.      ELM19
                20.      ELM20
                21.      ELM21
                22.      ELM22
                23.      ELM23

                                      MEANS                 STD DEV                  CASES

                 1.      ELM1        0.45870               0.49861                  787.0
                 2.      ELM2        0.09657               0.29556                  787.0
                 3.      ELM3        0.38374               0.48660                  787.0
                 4.      ELM4        0.35197               0.47789                  787.0
                 5.      ELM5        0.33926               0.47376                  787.0
                 6.      ELM6        0.38119               0.48599                  787.0
                 7.      ELM7        0.43456               0.49601                  787.0
                 8.      ELM8        0.46633               0.49918                  787.0
                 9.      ELM9        0.49682               0.50031                  787.0
                10.      ELM10       0.60102               0.49000                  787.0
                11.      ELM11       0.57433               0.49476                  787.0
                12.      ELM12       0.59975               0.49026                  787.0
                13.      ELM13       0.55781               0.49696                  787.0
                14.      ELM14       0.55273               0.49753                  787.0
                15.      ELM15       0.58831               0.49245                  787.0
                16.      ELM16       0.50572               0.50029                  787.0
                17.      ELM17       0.54511               0.49828                  787.0
                18.      ELM18       0.49555               0.50030                  787.0
                19.      ELM19       0.50318               0.50031                  787.0
                20.      ELM20       0.52097               0.49988                  787.0
                21.      ELM21       0.53875               0.49881                  787.0
                22.      ELM22       0.51588               0.50007                  787.0
                23.      ELM23       0.52859               0.49950                  787.0
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RELIABILITY
FILE   NONAME    (CREATION DATE = 05/26/79)                                        05/26/79        PAG
* * * * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( S U B T E S T 7 ) * *
                                               MEANS                STD DEV                CASES
                  1.     EMCOM1               0.86404              0.34296               787.0
                  2.     EMCOM2               0.68742              0.46384               787.0
                  3.     EMCOM3               0.58450              0.49312               787.0
                  4.     EMCOM4               0.52224              0.49982               787.0
                  5.     EMCOM5               0.42567              0.49476               787.0
                  6.     EMCOM6               0.46760              0.49927               787.0
                  7.     EMCOM7               0.77128              0.42027               787.0
                  8.     EMCOM8               0.81321              0.38999               787.0
                  9.     EMCOM9               0.77382              0.41862               787.0
                 10.     EMCOM10              0.63532              0.48165               787.0
                 11.     EMCOM11              0.74333              0.43707               787.0
                 12.     EMCOM12              0.62897              0.48339               787.0
                 13.     EMCOM13              0.59975              0.49026               787.0
                 14.     EMCOM14              0.64422              0.47905               787.0
                 15.     EMCOM15              0.55019              0.49779               787.0
                 16.     EMCOM16              0.54257              0.49850               787.0
                 17.     EMCOM17              0.70013              0.45849               787.0
                 18.     EMCOM18              0.61372              0.48720               787.0
                 19.     EMCOM19              0.56671              0.49585               787.0
                 20.     EMCOM20              0.55019              0.49779               787.0
                 21.     EMCOM21              0.65057              0.47709               787.0
                 22.     EMCOM22              0.60864              0.48836               787.0
                 23.     EMCOM23              0.56925              0.49550               787.0
                 24.     EMCOM24              0.57942              0.49397               787.0
                 25.     EMCOM25              0.57560              0.49457               787.0
                 26.     EMCOM26              0.57179              0.49513               787.0
                 27.     ENCOM27              0.50953              0.50023               787.0
                 28.     EMCOM28              0.49428              0.50029               787.0

          RELIABILITY COEFFICIENTS

          N OF CASES =      787.0              N OF ITEMS = 28

          ALPHA =   0.91961
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C7 B5/Emfasis
1 all

CTBS/[illegible]
fall

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RELIABILITY                                                                              05/26/79
FILE    NONAME    (CREATION DATE = 05/26/79)
* * * * * * * * * * RELIABILITY  ANALYSIS  FOR  SCALE  (SUBTEST8
                                                  MEANS                  STD DEV

                   1.    EMCON1                 0.80559                 0.39600
                   2.    EMCON2                 0.67726                 0.46782
                   3.    EMCON3                 0.73316                 0.44259
                   4.    EMCON4                 0.69759                 0.45960
                   5.    EMCON5                 0.47014                 0.49942
                   6.    EMCON6                 0.65820                 0.47462
                   7.    EMCON7                 0.67980                 0.46685
                   8.    EMCON8                 0.75731                 0.42898
                   9.    EMCON9                 0.45362                 0.49816
                  10.    EMCON10                0.29987                 0.45849
                  11.    EMCON11                0.60483                 0.48920
                  12.    EMCON12                0.47014                 0.49942
                  13.    EMCON13                0.59085                 0.49199
                  14.    EMCON14                0.80432                 0.39698
                  15.    EMCON15                0.58069                 0.49376
                  16.    EMCON16                0.73062                 0.44392
                  17.    EMCON17                0.66836                 0.47110
                  18.    EMCON18                0.62770                 0.48373
                  19.    EMCON19                0.70140                 0.45794
                  20.    EMCON20                0.74079                 0.43848
                  21.    EMCON21                0.69250                 0.46175
                  22.    EMCON22                0.50064                 0.50032
                  23.    EMCON23                0.51207                 0.50017
                  24.    EMCON24                0.49047                 0.50023
                  25.    EMCON25                0.49174                 0.50025


          RELIABILITY COEFFICIENTS

          N OF CASES =     787.0              N OF ITEMS = 25

          ALPHA =   0.92095
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ELIABILITY                                                                      07/12/79        PAGE
ILE    NONAME    (CREATION DATE = 07/12/79)
* * * * * * * * * *RELIABILITY  ANALYSIS  FOR  SCALE  (A&                           ) * * *
                                                MEANS                STD DEV                CASES

                 1.      ERV1                 0.89623               0.30533                424.0
                 2.      ERV2                 0.79481               0.40432                424.0
                 3.      ERV3                 0.81368               0.38983                424.0
                 4.      ERV4                 0.82075               0.38401                424.0
                 5.      ERV5                 0.85377               0.35375                424.0
                 6.      ERV6                 0.72406               0.44752                424.0
                 7.      ERV7                 0.84434               0.36296                424.0
                 8.      ERV8                 0.80425               0.39725                424.0
                 9.      ERV9                 0.86321               0.34403                424.0
                10.      ERV10                0.87028               0.33639                424.0
                11.      ERV11                0.80896               0.39358                424.0
                12.      ERV12                0.80425               0.39725                424.0
                13.      ERV13                0.84198               0.36519                424.0
                14.      ERV14                0.76179               0.42649                424.0
                15.      ERV15                0.72170               0.44869                424.0
                16.      ERV16                0.71226               0.45324                424.0
                17.      ERV17                0.80660               0.39543                424.0
                18.      ERV18                0.77123               0.42054                424.0
                19.      ERV19                0.78066               0.41429                424.0
                20.      ERV20                0.74528               0.43622                424.0
                21.      ERV21                0.77358               0.41901                424.0
                22.      ERV22                0.69575               0.46063                424.0
                23.      ERV23                0.67217               0.46998                424.0
                24.      ERV24                0.67925               0.46732                424.0
                25.      ERV25                0.70047               0.45859                424.0
                26.      ERV26                0.61321               0.48759                424.0
                27.      ERV27                0.63679               0.48149                424.0
                28.      ERV28                0.60613               0.48918                424.0
                29.      ERV29                0.38915               0.48813                424.0
                30.      ERV30                0.54953               0.49813                424.0
                31.      ERV31                0.53066               0.49965                424.0
                32.      ERV32                0.52830               0.49979                424.0
                33.      ERV33                0.36792               0.48281                424.0
```

OTBS/Eastern
Spring

U

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RELIABILITY                                                                                07/12/79          PAGE
FILE    NONAME    (CREATION DATE = 07/12/79)
* * * * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( A -                ) * *

                 1.      ERCS1
                 2.      ERCS2
                 3.      ERCS3
                 4.      ERCS4
                 5.      ERCS5
                 6.      ERCS6
                 7.      ERCS7
                 8.      ERCS8
                 9.      ERCS9
                10.      ERCS10
                11.      ERCS11
                12.      ERCS12
                13.      ERCS13
                14.      ERCS14
                15.      ERCS15
                16.      ERCS16
                17.      ERCS17
                18.      ERCS18
                19.      ERCS19
                20.      ERCS20
                21.      ERCS21
                22.      ERCS22
                23.      ERCS23

                                         MEANS              STD DEV              CASES

                 1.      ERCS1          0.85377             0.35375              424.0
                 2.      ERCS2          0.82547             0.38001              424.0
                 3.      ERCS3          0.81604             0.38791              424.0
                 4.      ERCS4          0.78066             0.41429              424.0
                 5.      ERCS5          0.86792             0.33897              424.0
                 6.      ERCS6          0.76415             0.42503              424.0
                 7.      ERCS7          0.71934             0.44985              424.0
                 8.      ERCS8          0.74528             0.43622              424.0
                 9.      ERCS9          0.68632             0.46454              424.0
                10.      ERCS10         0.73113             0.44389              424.0
                11.      ERCS11         0.69575             0.46063              424.0
                12.      ERCS12         0.72406             0.44752              424.0
                13.      ERCS13         0.68160             0.46640              424.0
                14.      ERCS14         0.66509             0.47252              424.0
                15.      ERCS15         0.62028             0.48589              424.0
                16.      ERCS16         0.66981             0.47084              424.0
                17.      ERCS17         0.54717             0.49836              424.0
                18.      ERCS18         0.63679             0.48149              424.0
                19.      ERCS19         0.73821             0.44013              424.0
                20.      ERCS20         0.63679             0.48149              424.0
                21.      ERCS21         0.62028             0.48589              424.0
                22.      ERCS22         0.58962             0.49248              424.0
                23.      ERCS23         0.61085             0.48813              424.0
```

CRES/Explor
spring

BEST COPY AVAILABLE

227

228

C1 Jrs/Seniors
Spring

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RELIABILITY                                                                    07/12/79        P

FILE    NONAME    (CREATION DATE = 07/12/79)

* * * * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( A 0        ) *

                 1.     ERCP1
                 2.     ERCP2
                 3.     ERCP3
                 4.     ERCP4
                 5.     ERCP5
                 6.     ERCP6
                 7.     ERCP7
                 8.     ERCP8
                 9.     ERCP9
                10.     ERCP10
                11.     ERCP11
                12.     ERCP12
                13.     ERCP13
                14.     ERCP14
                15.     ERCP15
                16.     ERCP16
                17.     ERCP17
                18.     ERCP18

                                         MEANS                STD DEV                CASES

                 1.     ERCP1           0.77594               0.41745                424.0
                 2.     ERCP2           0.72170               0.44869                424.0
                 3.     ERCP3           0.68632               0.46454                424.0
                 4.     ERCP4           0.67217               0.46998                424.0
                 5.     ERCP5           0.61085               0.48813                424.0
                 6.     ERCP6           0.71934               0.44985                424.0
                 7.     ERCP7           0.62028               0.48585                424.0
                 8.     ERCP8           0.63915               0.48081                424.0
                 9.     ERCP9           0.67689               0.46822                424.0
                10.     ERCP10          0.64387               0.47942                424.0
                11.     ERCP11          0.53774               0.49916                424.0
                12.     ERCP12          0.75000               0.43352                424.0
                13.     ERCP13          0.76415               0.42503                424.0
                14.     ERCP14          0.72170               0.44869                424.0
                15.     ERCP15          0.73349               0.44266                424.0
                16.     ERCP16          0.74528               0.43622                424.0
                17.     ERCP17          0.63443               0.48216                424.0
                18.     ERCP18          0.62736               0.48408                424.0
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RELIABILITY                                                                            07/12/79        F
FILE     NONAME    (CREATION DATE = 07/12/79)
* * * * * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( A              ) *
                         1.      ELE1
                         2.      ELE2
                         3.      ELE3
                         4.      ELE4
                         5.      ELE5
                         6.      ELE6
                         7.      ELE7
                         8.      ELE8
                         9.      ELE9
                        10.      ELE10
                        11.      ELE11
                        12.      ELE12
                        13.      ELE13
                        14.      ELE14
                        15.      ELE15
                        16.      ELE16
                        17.      ELE17
                        18.      ELE18
                        19.      ELE19
                        20.      ELE20
                        21.      ELE21
                        22.      ELE22

                                                MEANS              STD DEV              CASES

                         1.      ELE1          0.82547            0.38001               424.
                         2.      ELE2          0.87972            0.32568               424.
                         3.      ELE3          0.85613            0.35137               424.
                         4.      ELE4          0.81840            0.38597               424.
                         5.      ELE5          0.80189            0.39905               424.
                         6.      ELE6          0.83962            0.36739               424.
                         7.      ELE7          0.79481            0.40432               424.
                         8.      ELE8          0.69340            0.46163               424.
                         9.      ELE9          0.68160            0.46640               424.
                        10.      ELE10         0.76415            0.42503               424.
                        11.      ELE11         0.67925            0.46732               424.
                        12.      ELE12         0.67925            0.46732               424.
                        13.      ELE13         0.72406            0.44752               424.
                        14.      ELE14         0.63208            0.48281               424.
                        15.      ELE15         0.75000            0.43352               424.
                        16.      ELE16         0.58726            0.49291               424.
                        17.      ELE17         0.67217            0.46998               424.
                        18.      ELE18         0.66509            0.47252               424.
                        19.      ELE19         0.65094            0.47723               424.
                        20.      ELE20         0.61085            0.48813               424.
                        21.      ELE21         0.55896            0.49710               424.
                        22.      ELE22         0.48113            0.50023               424.
```

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[illegible]

BEST COPY AVAILABLE

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RELIABILITY                                                                                        07/12/79
  RELIABILITY                                                                                      07/12/79
  FILE    NONAME    (CREATION DATE = 07/12/79)
* * * * * * * * * *R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( A &
                                                  MEANS                      STD DEV                  CAS

                 1.        ES1                   0.83019                    0.37591                  42
                 2.        ES2                   0.82311                    0.38202                  42
                 3.        ES3                   0.91509                    0.27907                  42
                 4.        ES4                   0.80425                    0.39725                  42
                 5.        ES5                   0.86321                    0.34403                  42
                 6.        ES6                   0.86557                    0.34152                  42
                 7.        ES7                   0.86557                    0.34152                  42
                 8.        ES8                   0.90802                    0.28934                  42
                 9.        ES9                   0.85849                    0.34896                  42
                10.        ES10                  0.87500                    0.33111                  42
                11.        ES11                  0.84906                    0.35842                  42
                12.        ES12                  0.76651                    0.42355                  42
                13.        ES13                  0.91981                    0.27191                  42
                14.        ES14                  0.93160                    0.25272                  42
                15.        ES15                  0.88443                    0.32008                  42
                16.        ES16                  0.80660                    0.39543                  42
                17.        ES17                  0.84906                    0.35842                  42
                18.        ES18                  0.84906                    0.35842                  42
                19.        ES19                  0.82075                    0.38401                  42
                20.        ES20                  0.68396                    0.46548                  42
                21.        ES21                  0.78066                    0.41429                  42
                22.        ES22                  0.87500                    0.33111                  42
                23.        ES23                  0.65802                    0.47493                  42
                24.        ES24                  0.67925                    0.46732                  42
                25.        ES25                  0.51887                    0.50023                  42
                26.        ES26                  0.92453                    0.26446                  42
                27.        ES27                  0.71934                    0.44985                  42
                28.        ES28                  0.89387                    0.30837                  42
                29.        ES29                  0.64858                    0.47798                  42
                30.        ES30                  0.73349                    0.44266                  42
                31.        ES31                  0.59198                    0.49205                  42
                32.        ES32                  0.67217                    0.46998                  42
                33.        ES33                  0.83726                    0.36956                  42
                34.        ES34                  0.88915                    0.31432                  42
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BS/English
[illegible]

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NONAME    (CREATION DATE = 07/12/79)
* * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E  (A-            ) * * * * * *

          1.      ELM1
          2.      ELM2
          3.      ELM3
          4.      ELM4
          5.      ELM5
          6.      ELM6
          7.      ELM7
          8.      ELM8
          9.      ELM9
         10.      ELM10
         11.      ELM11
         12.      ELM12
         13.      ELM13
         14.      ELM14
         15.      ELM15
         16.      ELM16
         17.      ELM17
         18.      ELM18
         19.      ELM19
         20.      ELM20
         21.      ELM21
         22.      ELM22
         23.      ELM23

                                  MEANS              STD DEV              CASES

          1.      ELM1           0.45991             0.49898              424.0
          2.      ELM2           0.54953             0.49813              424.0
          3.      ELM3           0.42217             0.49449              424.0
          4.      ELM4           0.37736             0.48530              424.0
          5.      ELM5           0.37500             0.48469              424.0
          6.      ELM6           0.45283             0.49836              424.0
          7.      ELM7           0.45519             0.49858              424.0
          8.      ELM8           0.51179             0.50045              424.0
          9.      ELM9           0.57311             0.49521              424.0
         10.      ELM10          0.63443             0.48216              424.0
         11.      ELM11          0.60377             0.48969              424.0
         12.      ELM12          0.67925             0.46732              424.0
         13.      ELM13          0.65802             0.47493              424.0
         14.      ELM14          0.59670             0.49114              424.0
         15.      ELM15          0.61085             0.48813              424.0
         16.      ELM16          0.57783             0.49449              424.0
         17.      ELM17          0.60613             0.48918              424.0
         18.      ELM18          0.59198             0.49205              424.0
         19.      ELM19          0.62028             0.48589              424.0
         20.      ELM20          0.50000             0.50059              424.0
         21.      ELM21          0.60613             0.48918              424.0
         22.      ELM22          0.13443             0.34152              424.0
         23.      ELM23          0.23113             0.42205              424.0
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Civil Engine
[illegible]

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RELIABILITY                                                                          07/12/79          PAG
FILE     NONAME    (CREATION DATE = 07/12/79)
* * * * * * * * * * R E L I A B I L I T Y   A N A L Y S I S   F O R   S C A L E   ( A D             ) * *
                                                  MEANS                     STD DEV                 CASES

                  1.     EMCOM1                  0.84198                   0.36519                  424.0
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                  3.     EMCOM3                  0.68160                   0.46640                  424.0
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                 10.     EMCOM10                 0.73585                   0.44140                  424.0
                 11.     EMCOM11                 0.78774                   0.40939                  424.0
                 12.     EMCOM12                 0.73349                   0.44266                  424.0
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                 17.     EMCOM17                 0.75000                   0.43352                  424.0
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                 22.     EMCOM22                 0.77123                   0.42054                  424.0
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                 24.     EMCOM24                 0.73821                   0.44013                  424.0
                 25.     EMCOM25                 0.70047                   0.45859                  424.0
                 26.     EMCOM26                 0.66745                   0.47168                  424.0
                 27.     EMCOM27                 0.65330                   0.47648                  424.0
                 28.     EMCOM28                 0.65330                   0.47648                  424.0
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C7B/English
spring

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RELIABILITY                                                                         07/12/79          P
FILE      NCNAME     (CREATION DATE = 07/12/79)
* * * * * * * * * * *R E L I A B I L I T Y   A N A L Y S I S   F O R 'S C A L E   ( A '               ) *
                                                    MEANS                   STD DEV                CASES
                    1.      EMCON1                 0.83726                 0.36956                  424.
                    2.      EMCON2                 0.72877                 0.44512                  424.
                    3.      EMCON3                 0.75943                 0.42793                  424.
                    4.      EMCON4                 0.72406                 0.44752                  424.
                    5.      EMCON5                 0.53538                 0.49934                  424.
                    6.      EMCON6                 0.69575                 0.46063                  424.
                    7.      EMCON7                 0.74764                 0.43488                  424.
                    8.      EMCON8                 0.81368                 0.38983                  424.
                    9.      EMCON9                 0.47170                 0.49979                  424.
                   10.      EMCON10                0.40330                 0.49114                  424.
                   11.      EMCON11                0.69340                 0.45163                  424.
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                   13.      EMCON13                0.63915                 0.48081                  424.
                   14.      EMCON14                0.85142                 0.35610                  424.
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History of the Evaluation

In 1976, the Center for the Study of Evaluation (CSE) was awarded a contract by the Community Services Agency (CSA) in Washington, D.C. to evaluate the Basic Skills Learning Centers (BSLC's) established by Southwest Regional Laboratory (SWRL) and Southwest Educational Development Laboratory (SEDL).

CSE contracted with CSA to provide a third party evaluation. The purpose of the evaluation was to provide information on the installation, implementation, and effectiveness of the basic skills programs. As expressed in the original work statement provided by CSE to CSA, CSE proposed to gather data about what happened in the schools and classrooms over time, and where possible, to relate those events to student progress.

CSE saw the goals of the basic skills programs as being threefold. The overall goal "to improve the reading and mathematics skills of rural and low-income students who have achieved below the national norm in those areas" was coupled with the goals "to improve the English language skills of students whose first language is Spanish; and to give Spanish-speaking students equal access to BSLC instruction by making it available in their primary language."

CSE viewed its primary evaluation function as relating implementation to eventual student progress. In a draft evaluation plan submitted to CSA in October, 1976 CSE proposed to study questions relating to context, implementation and the impact of the basic skills programs. Meetings were held with CSA, CSE, SWRL and SEDL staff at SWRL in November, 1976. The major point of these meetings was that the CSE evaluation should focus on the implementation features of the BSLC programs and that CSE should clarify its interests regarding technical assistance, bilingual education and remediation. CSE also proposed to set up an advisory committee, however, this idea was not supported at this meeting.

The issue of control groups was raised in October and November, 1976. CSE staff felt that the use of control groups was necessary in order to determine the effectiveness of the SEDL and SWRL materials being implemented in the schools. CSE staff felt that non-BSLC control groups would serve the necessary descriptive purpose of putting the implementation of the BSLC's into a perspective of similarities and differences. It was expressed in the CSE statement on the use of control gorups, which was presented in written form to CSE by Dr. Clinton B. Walker, Project Director, that, funding agencies and school districts that intend to support remedial and bilingual programs need to know whether using BSLC's and their surrounding services produces results that are different than on going programs. CSA was not in favor of using control groups as part of the design for the BSLC evaluation. No decision was reached however on the control group issue until March, 1977.

A meeting was held in March 1977 with CSA, CSE and NIE staff to discuss the proposed evaluation. As stated in the annual report for the period October 1976 - September 1977, "it became apparent that CSA and CSE had been misunderstanding each other about the term implementation...CSA had been equating the terms implementation and outcome". CSA was mainly interested in an evaluation that would show whether and to what extent students' exposure to the BSLC's is related to their achievement. CSA made it clear that they wanted the BSLC evaluation to be outcome-oriented, though information regarding program implementation as it relates to student outcomes would be acceptable as part of the data gathering process. CSE submitted another evaluation plan in

March 1977 at CSA's request. This plan was not favorably received by the labs. SEDL, in particular porposed the use of project funds for the conduct of a process-based evaluation effort.

Internal reviews of the March Evaluation plan were conducted by Dr. Marvin Alkin, former director of CSE, and Dr. Bob Linn, CSE visiting scholar in testing and measurement from the University of Illinois. Oral comments were received from CSA in Washington in April, 1977 and written comments from the labs by early May, 1977. Dr. Walker and Jack Lumbley of SEDL met at UCLA to discuss the evaluation during this period of time. CSE sent a revised evaluation plan to CSA in May 1977 based on these inputs. Accordingly, the CSE business manager drew a new budget reflecting the revised scope of work in consultation with the UCLA Contracts and Grants Office and appropriate project staff. The budget was cross-referenced with the new evaluation plan and submitted for approval on June 14, 1977.

The approach to attaining program goals would be to measure students' proficiency in BSLC skills by testing and to gather any other information needed for relating students' scores to context, process or attitude. CSE staff was opposed to the idea of using already developed "program embedded" measures and standardized instruments, on the ground that they might not adequately assess SWRL and SEDL program objectives. Thus, CSE staff spent from April-September, 1977 developing criterion-referenced measures tailored to the basic skills objectives.

In constructing the CSE tests Dr. Walker proposed the use of program items which would cover skills taught in the program; control items which would cover skills clearly not covered by the program materials; and sample items which would show students how to respond to the other scored questions.

CSE staff selected components of the program for testing and identified reading and math objectives to be tested. Among the criteria for choosing program objectives was that they be recognized as important and not exclusive to the BSLC materials. In addition, program objectives were chosen to sample a wide range of skills and lessons in the basic skills materials.

Dr. Walker developed the concept of "control items" in response to CSE's negative attitude toward the use of control groups. CSE staff thought it important to acquire comparison data and in using control items students' accomplishments with the SWRL and SEDL programs would be highlighted. The rationale for using control items was that, "BSLC students' responses to control items will provide a built-in baseline of uninstructed achievement on program items". Dr. Walker described the control skills to be potentially as learnable as the program skills on the test. As well the control items in many cases would be skills that have been taught at the grade level being tested, which would provide supposrt for their comparable learnability.

CSE test development was completed by September, 1977. Materials consisted of two parallel test forms for each of the following BSLC components: SWRL's Decoding Skills II, Reading Development Skills II, Basic Math Skills II, and Basic Math Skills V; and SEDL's English Reading, Spanish Reading, and Bilingual Continuous Progress Mathematics. It was agreed with SEDL that there would be no measures developed that would directly assess the Thinking and Reasoning component of the SEDL program. Owing to the differences in the two labs materials, target populations and suggested implementation, there was no effort to make the tests comparable across labs. (Details on test development can be found in the CSE quarterly report for the period ending June, 1977.)

Field tests of CSE tests were held in public schools during summer session of the 1976-77 school year. A total of 533 students were tested in groups of twelve to twenty five by CSE project staff in the follwing districts: Los Angeles, San Gabriel, Downey, Anaheim and Los Nietos.

On the basis of field test data and expert consultant review, CSE staff revised the instruments accordingly. Items on the SEDL English Reading tests were reformated; directions for test administration were clarified; items on the tests developed for the SWRL program were simplified to make them more appropriate for the intended grade level and to conserve student testing time. Items that did not appear to make substantive contributions were eliminated. The revised CSE tests were administered in 5 local schools during the fall of 1977 as a field test. The field testing included the tests developed for the SEDL English and Spanish reading programs, the SEDL math component and the SWRL Basic Math Skills V component, testing was done with 349 SEDL students in the second and third grades; and 67 SWRL students at the fifth and sixth grade levels.

While summer piloting was taking place Dr. Walker, and Dr. Kathleen Fisher (CSE staff), attended a SEDL training workshop in Santa Fe, New Mexico. The intent of the visit was to observe the training and to get a view of anticipated program implementation. After attending the SEDL workshop it became apparent that decisions regarding student placement in the basic skills program would not be settled until the 1977-78 school year had begun. CSE also came to the same conclusion after examining summaries of the SWRL BSLC school Planning Forms which projected the numbers of students working in each instructional kit on given grade levels. Dr. Walker proposed that CSE test later than planned in the first year of implementation to acquire baseline data. Dr. Walkers' rationale was that sampling should be done on the basis of firm numbers of students assigned to the basic skills programs, rather than on estimates available from the schools.

At the end of December 1977 personnel changes in the CSE evaluation team took place. Frank Capell and Joan Herman assumed the position of co-project directors. Bonnie Sisson, a specialist in Bilingual Education, came on the project at the research assistant level.

A meeting was held at CSE in February, 1978 with Devra Bloom of CSA, Ricardo Martinez of NIE and staff members from SWRL and SEDL. The purpose of the meeting was twofold. Firstly, SWRL and SEDL reported on current activities and summarized the history of the project thus far. Secondly, a discussion took place regarding the evaluation design, methodology and sampling strategy that would be implemented for the duration of the project.

It was determined that first year data collection, 1977-78, would provide limited information on program outcomes, with major emphasis placed on examining program functioning. During the second year, 1978-79, both pre- and post-test data would be collected on a range of outcome measures, and conclusions concerning program outcomes would be based on these measures.

Pursuant to the general guidelines establised for the conduct of the evaluation, it was discussed that the focus of the evaluation could be expanded to include both implementation dimensions and multiple outcome measures, as long as costs were kept within initial budget constraints. It was proposed at the meeting however that the use of CSE developed tests for the BSLC populations would be optional. CSE, CSA, SWRL and SEDL agreed that if the tests were used to measure program skills accomplishment, the control item concept would play no functional role in the CSE evaluation.

CSE agreed to provide achievement data on skill and content performance as measured by an objectives-based instrument specific to the SWRL and SEDL programs; data on reading and math student achievement as measured by standardized instruments deemed appropriate for the individual programs which would describe grade level performance as compared with national performance standards; data generated by survey instruments that would assess proccess-based variables; and data generated from information systems developed by the labs themselves which would describe the status of students' relative to the attainment of basic skills.

In March 1978 a meeting was held at SEDL in Austin, Texas between SEDL staff and Frank Capell. The purpose of the meeting was to discuss the design of the evaluation and data collection plan specific to SEDL; inservice training; bilingual panel of advisors to CSE and SEDL's reporting requirements.

One of the major activities for the first quarter in 1978 was the development of the BSLC Implementation Survey. In response to the meeting held in February 1978 where CSE agreed to examine program functioning and provide information, CSE staff compiled a comprehensive list of questions with this focus in mind.

Originally, CSE had proposed to develop two surveys; with a core of questions common to SWRL and to SEDL, and with questions specific to individual programs. SWRL, however suggested alternate ways to meet the information needs of the evaluation. SWRL's instrument, the Learning Center Accomplishment Summary (LCAS), would provide the same kind of information as the CSE implementation survey. CSE, concurred that if they were to develop a survey specifically for SWRL it would be a duplication of efforts. To use the LCAS however in a way that would attend to the evaluation needs and interests of CSE, the SWRL instrument was reviewed and revised accordingly. The emphasis in instrument development was focused on the SEDL component of the evaluation.

The survey instrument was developed based on process variables which CSE staff had determined important in order to obtain information regarding the variation in the implementation of BSLC's; program effectiveness; and applications to bilingual education. A list of potential questions for inclusion in the survey was compiled and subsequently a draft instrument created. CSE senior staff members and SEDL project staff reviewed the survey instrument and appropriate changes were made based on their recommendations. The survey instrument was approved and issued in final draft form at a SEDL inservice training session as a field test. The final instrument was sent in May, 1978, to all teachers, aides, and other school personnel involved with the SEDL program.

CSE staff contacted SEDL coordinators by phone at each site regarding the survey. Information was requested regarding the numbers of teachers and aides at each site; the numbers of students at each grade level using the BOLaR and BCPM programs; and the name of a contact person at each of the participating schools. As well CSE staff discussed CSE's position as third party evaluators; data collection needs; and the importance of their cooperation in this effort.

In May, 1978, approximately 870 survey packets were sent to 60 district coordinators. A letter was enclosed to each coordinator explaining the purpose and importance of the survey. The survey packets distributed to individual teachers and aides, included the survey, a letter describing the evaluation project and a postage-paid envelope for returning the survey to CSE. Although all the district coordinators agreed to participate in the evaluation, fifty-six coordinators out of sixty distributed the surveys at their sites.

During the month of June, 1978, CSE received the returned BSLC surveys.

CSE staff began data processing efforts and tallied 273 returned surveys which equaled 75% of the districts participating in the SEDL program. It was agreed between CSE, CSA, and SEDL that the survey data would be analysed as part of the activities designated for the final year of the evaluation.

In April, 1978 CSE staff began the development process for objective-based student assessment instruments for administration to SEDL program students. The purpose was to measure the extent to which BSLC students had achieved the objectives stressed in the BOLaR and BCPM programs. CSE staff decided to focus on second and third grade students because previous data had indicated that the materials were most heavily in use at these grade levels.

Program objectives were reviewed by CSE staff as part of the routine process of test development. Once objectives had been identified, CSE staff needed to find test items that would adequately assess the objectives, and instruments that would meet CSEs' financial constraints. The test items reflect the reading and math skills in which most instruction and practice was provided in the materials.

Among the instruments considered were a series of CRT's that had been developed, validated and administered by CSE in conjunction with previous projects: the evaluation of the California Early Childhood Education Program (ECE), the evaluation of Reading in Area B of the Los Angeles Unified School District, the Bilingual Prediction Study, and the System for Objective-Based Evaluation in Reading (Sober/Spanish - Sobar/English). Among the pool of possible items to be used in the evaluation were those developed specifically for the BOLaR and BCPM programs by Dr. Clint Walker in 1977.

Items finally selected to compose the CSE tests were consistent with the objectives that had been identified. Two parallel forms of each tests were constructed using the following items sources:

BOLaR/Spanish --- SOBER/Espanol (Science Research Association)

BOLaR/English --- SOBAR/English (Science Research Association)
ECE Evaluation (CSE)

BCPM --- PACT (State of Wisconsin)
Primary Mathmatics Behavioral Objectives and test Items (Downer's Grove, Illinois)
Mathematics Management System (Clark County, Nevada)
ECE Evaluation (CSE)

It is important to note that CSE staff slightly revised the math test tailored to the BCPM program. Most of the items on the original instrument that was field tested in 1977 were from the same item sources.

As with the survey, our strategy was to rely on district coordinators to distribute the tests and to coordinate their return to CSE. In April, 1978, CSE staff began contacting coordinators, and though most were very cooperative, the lateness in the school year coupled with the fact that students had been tested several times throughout the year for other programs, prevented their participation in CSE's testing effort. The final sample of schools included 26 districts, in all regions served by the SEDL program.

On May 10, 1978 package containing reading and/or math tests were mailed for distribution to district coordinators for participating shcools. Approximately 1000 math tests and 1800 reading tests were mailed for administration. These numbers corresponded to the avialable estimates of the total number of students participating in each program. Students would take the reading and/or math test in Spanish or English, based on which language the teacher felt he or she was most proficient.

CSE staff contacted district coordinators to determine the status of the testing effort. As of June 1, 1978, 729 mathematics tests, 679 English reading tests and 813 Spanish reading tests had been returned to CSE, representing at least partial return from 93% of the districts sampled, and 81% of the schools for whom tests were sent.

During the summer of 1978, CSE staff reviewed several aspects of the data gathered during the spring of 1978, i.e., the extent and nature of survey and test returns from SEDL. Using the SWRL data files CSE performed item analyses of SWRL-developed tests, and began to identify a small set of items to be selected for administration to participating students during the 1978-79 school year along with item sets interpretable from a norm-referenced perspective.

In response to the central mandate for the BSLC evaluation, CSE, had to provide multiple indices of student performance which would attend to the attainment data reflecting specific program objectives, on grade level and the attainment of data interpretable in relation to national performance standards on grade level.

CRT's and standardized tests were administered to SEDL students as premeasures early in the 1978-79 school year, and then again at the end of the year as post measures. For the CRT's students were to take the test in the language in which they had received basic skills instruction, with the option of taking the tests in both languages. For the SAT's test administrators who were most often classroom teachers, based the decision of which language to test children in, on the outcome of a language proficiency placement test.

CSE also administered a revised implementation survey in the spring of 1979. The purpose of the survey was to develop a database for investigating the instructional effects of particular program components and to document the installation and usage of basic skills programs. Many of the revisions are based on information gained in last year's data; and attend to issues such as the time and treatment of basic skills instruction specific to English and Spanish; and how instructional time is spent in the classroom regarding non-BSLC instruction.

CSE administered revised versions of the CRT's that had been administered in the spring of 1977. Test revision for the Spanish and English reading tests and mathematics tests were conducted by examining students' responses on the item analysis. Modifications were made, either by changing item stimulus and/or the response distractions, in order to make the difficulty level more appropriate for the intended student population. The goal of such assessment was to measure students' accomplishments with the program.

After a thorough review of existing instruments CSE staff chose to use the California Test of Basic Skills (California Test Bureau, McGraw-Hill) as the standardized measure for the SEDL component of the evaluation. The CTBS, was available in English and had been adapted to Spanish and was on the market. A language proficiency measure had been developed by CTB McGraw-Hill to accompany the CTBS. This proficiency test purported to measure in which lan- a student should take the CTBS. It was not intended as a full scale language proficiency measure, but rather as a language indicator, specific to the CTBS instrument teachers administered the CTBS pre-language measure, advised CSE of the number of tests needed and then administered the tests accordingly. It was of interest to CSE to retest at sites that had participated in the 1977-78 testing effort so that long-term data could be collected. The goal of such assessment was to measure students reading and math achievement at or as close to grade level as possible, not confounded by language ability.

CSE staff met with SWRL staff in October, 1978 to discuss data collection plans at the SWRL sites for the 1978-79 school year. It was agreed that an objectives-based test comprised of items from the SWRL Placement Aids would be used as part of the evaluation to measure the attainment of program skills; and subtests in reading and math from a norm referenced instrument to measure the attainment of on-grade level skills.